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ABSTRACT

This curriculum guide presents ideas for classroom use with migrant students. Instructional bulletin board ideas are provided for reading, oral language, and math. Ideas for decorating window shades are illustrated for each of the nine months of the school year. Examples of shades that reinforce specific skills are also presented. A section on calendars offers suggestions for using monthly calendars as decorations as well as learning tools. "The Book Section" contains instructions and patterns for art activities which motivate students in reading and creative writing. Activities include bookmaking, for example: zip-lock bag books, "shape" books, and bookmarks. The final section of special projects provides directions for screen printing, filmmaking, color-lift transparency, picture frames, sun catchers, and felt board patterns. Activities which address skills from the Migrant Student Record Transfer System Skills list contain the skill name and number, the objective, and directions. Each page of the guide is illustrated. (KS)

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Color Your Classroom VI

Unique Ideas: A Guide to Innovative Teaching

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MIGRANT EDUCATION

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Color Your Classroom VI

Unique Ideas: A Guide To Innovative Teaching

Color Your Classroom
is a product of Mississippi Migrant Education

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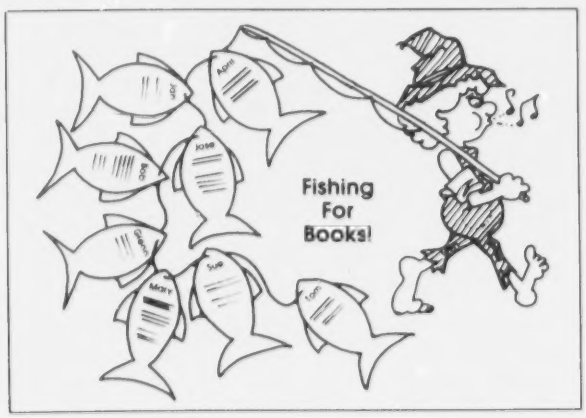
Bulletin Boards

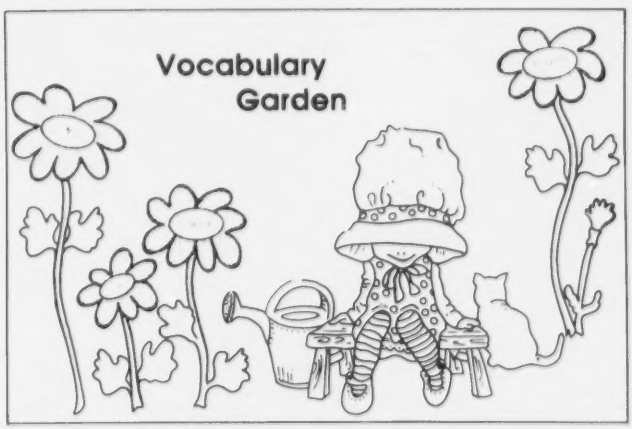
An exciting
section of decorative,
skill-related, and
content bulletin boards

Are you bulletin bored?

Let bulletin boards be a motivational tool for your classroom. Bulletin boards can motivate your students, strengthen their self-concepts, improve their study skills and
create an exciting,
decorative and stimulating
environment for your students.

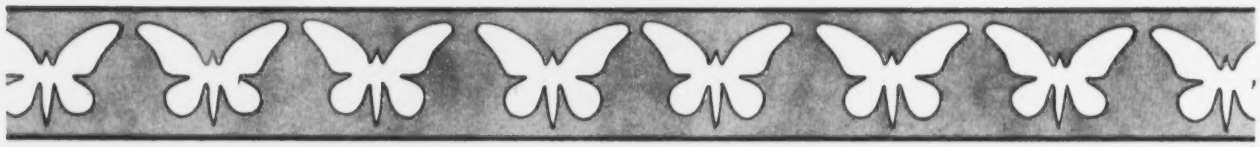


The bulletin boards presented in this book are teaching bulletin boards as well as decorative and easy to duplicate. All of the patterns in this book can be enlarged with an opaque projector. When using the opaque projector, make sure you use the dull side of the poster board for coloring your picture to achieve clean lines.



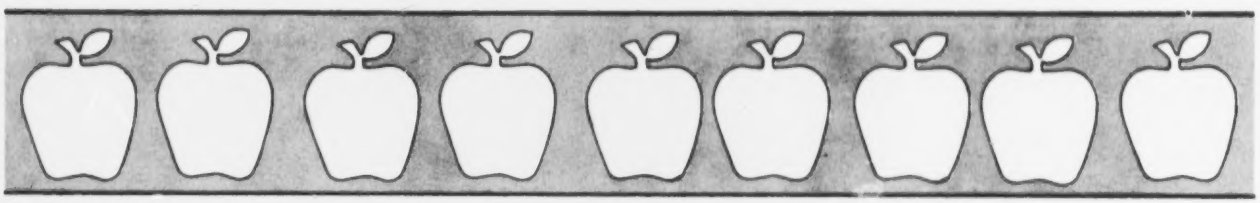
Bulletin Board Tips

Students love bulletin boards that display shiny objects, vivid colors, touch and feel objects and 3-D effects. Here are some suggestions:



Background Materials

- crepe paper
- construction paper
- foil wrapping paper
- wallpaper
- burlap
- netting
- contact paper
- fabric
- corrugated cardboard
- newsprint/newspaper
- tissue paper
- road maps
- felt
- sandpaper
- cork sheets
- paper tablecloths

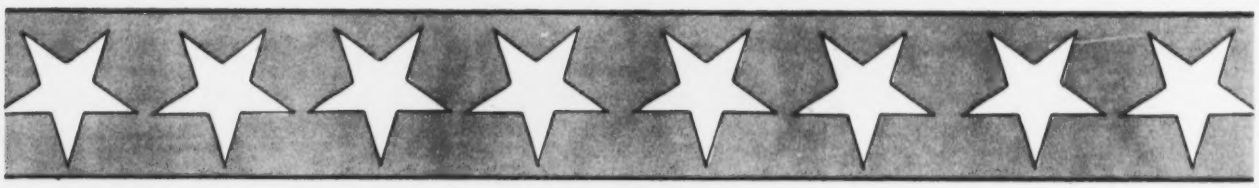


Borders

Many of the background materials listed above can be used to create a border for your bulletin boards. The borders shown on this page were made by using the scraps from the Ellison Letter Machine.

More Border Materials

- twisted crepe paper
- ruffled crepe paper
- tinsel
- cotton
- twisted or braided yarn
- artificial vines or flowers
- paper doilies cut in half
- ribbon-paper flowers

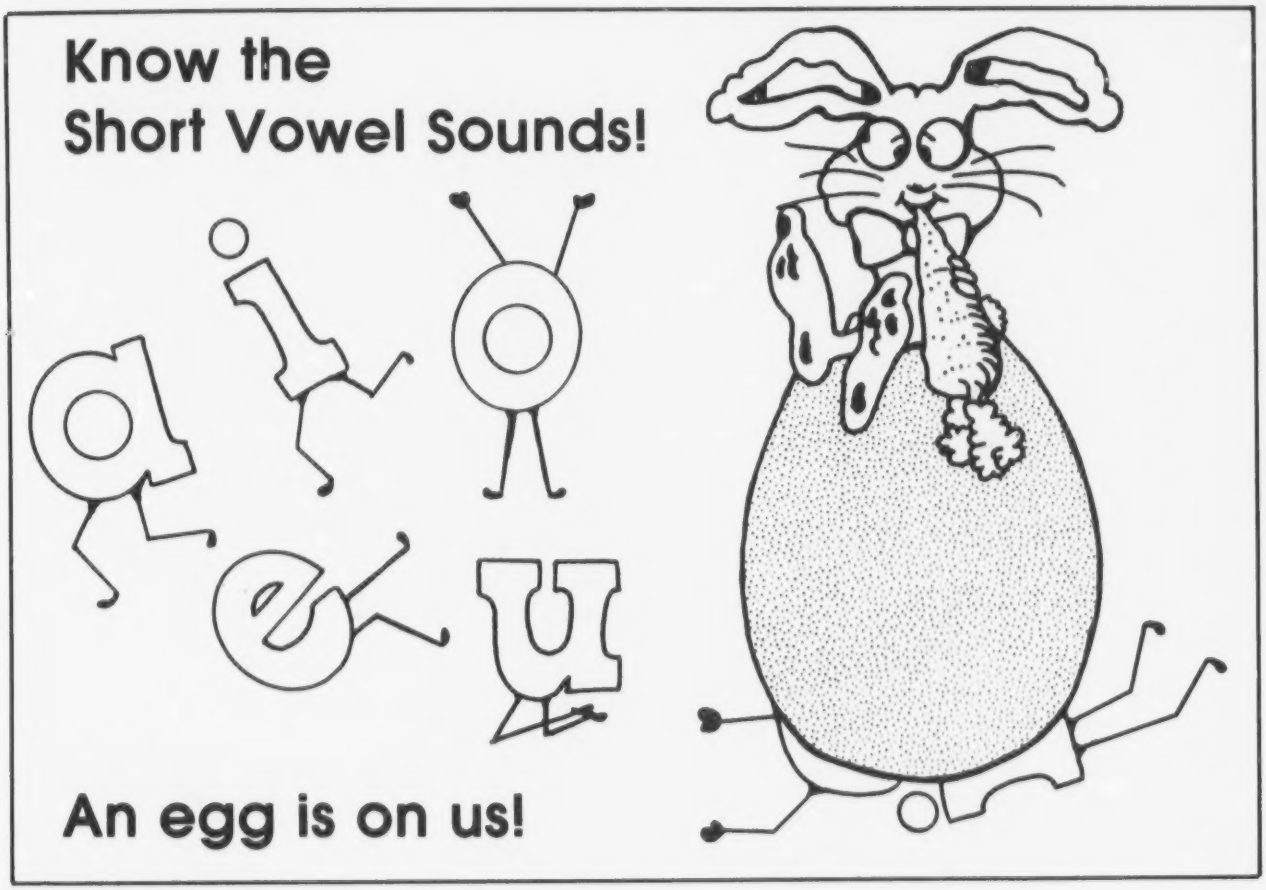


3-D Effects

To make the 3-D effect, glue pieces of sponge or styrofoam on the back of the objects on the bulletin board. This will make them stand out from the bulletin board.

More 3-D Materials

- glitter
- cotton
- yarn
- sandpaper
- baskets
- flocked wallpaper
- boxes



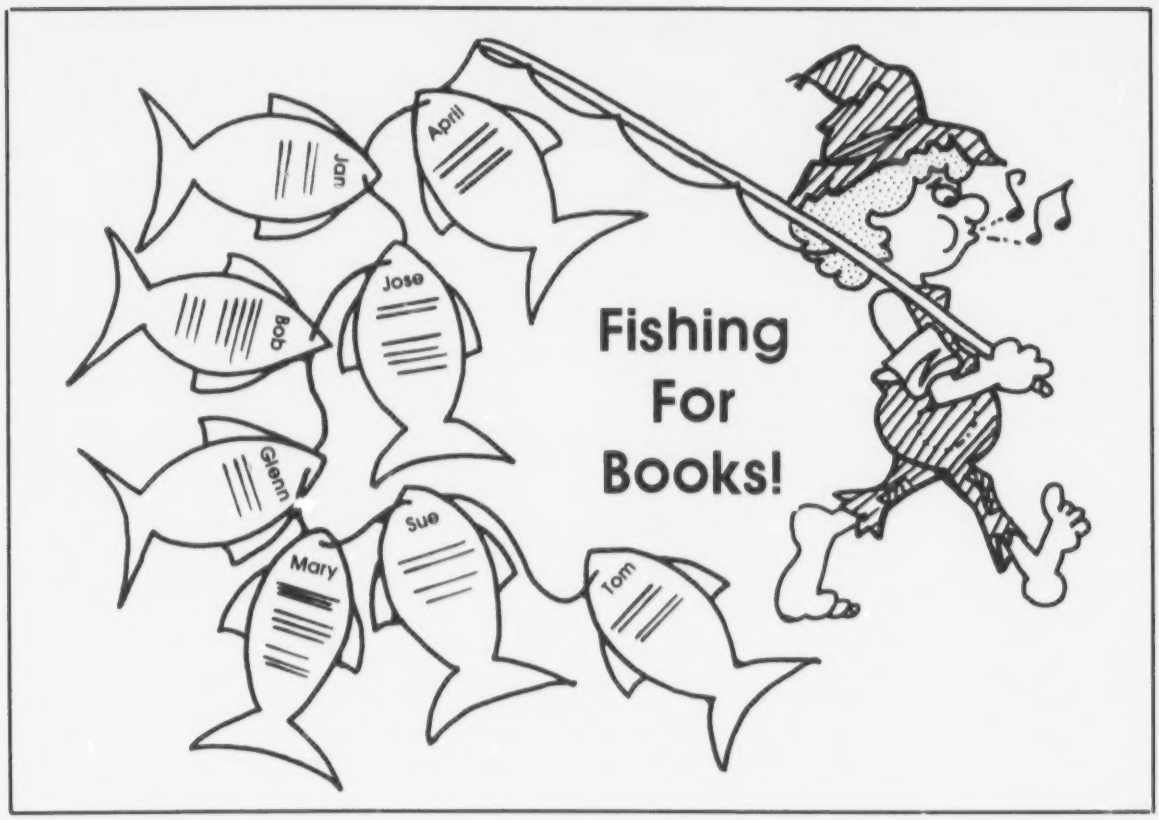
An Egg Is On Us!

Skill #240

Reading—Short Vowels

Objective:
The student will identify the short sounds of the vowels a, e, i, o, u.

Directions:
This nonsense sentence and the visual representation of it will help the student remember the short sounds of the vowels, a, e, i, o and u. Have the students memorize the sentence for a ready reference of the short vowel sounds.



Fishing For Books

Skill #860

Reading—Appropriate Reading Speed

Objective:

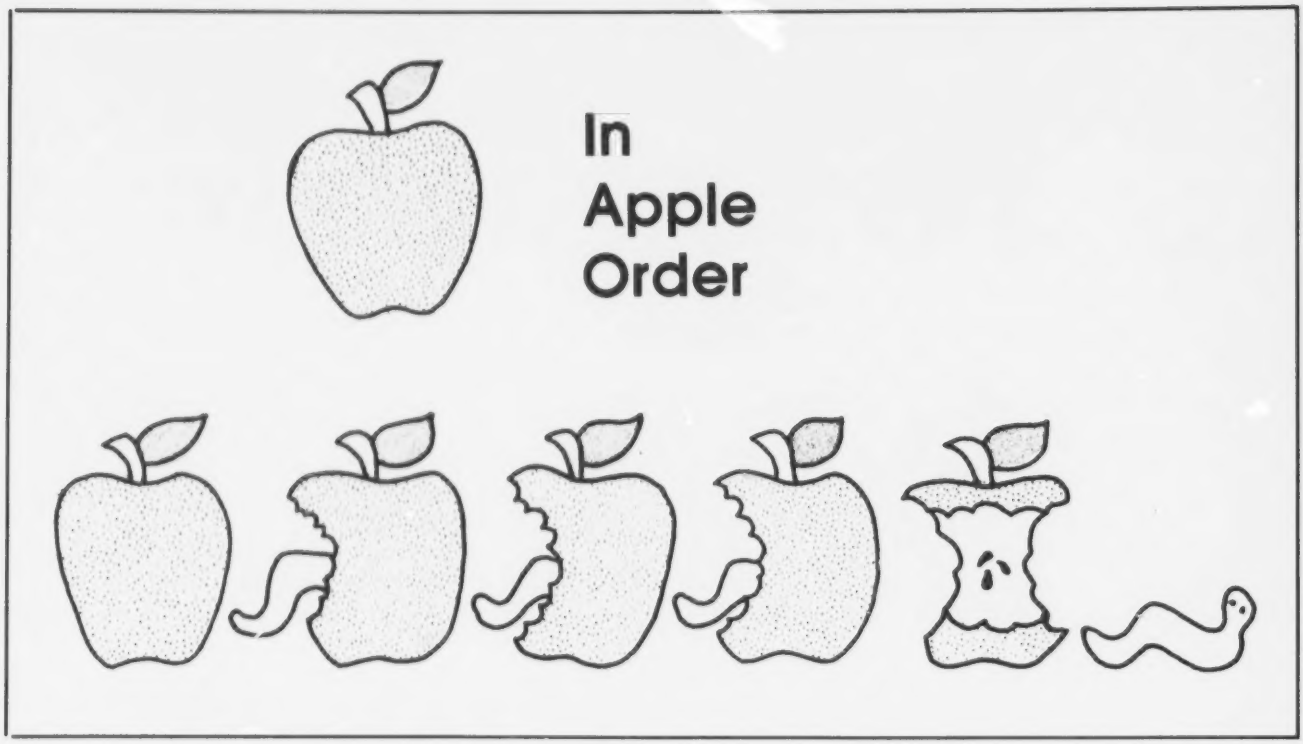
The student will read easier material for pleasure.

Directions:

This bulletin board doubles as a reading motivator. Have each child make two construction paper fish in any color and print his name across the front. Tack one fish from each student on the bulletin board. Take the other fish that the student made and attach a long piece of colored yarn to each fish. Each time the student reads another book he may make another fish and staple it to the length of yarn. He also writes the name of his book on his fish. At the end of a designated time period, the child with the longest "school" of fish wins—what else—a book!

A Suggestion:

Make a cardboard figure and dress him in faded cloth scraps with paper curls for hair and use a dowel and string for the fishing pole.



In Apple Order

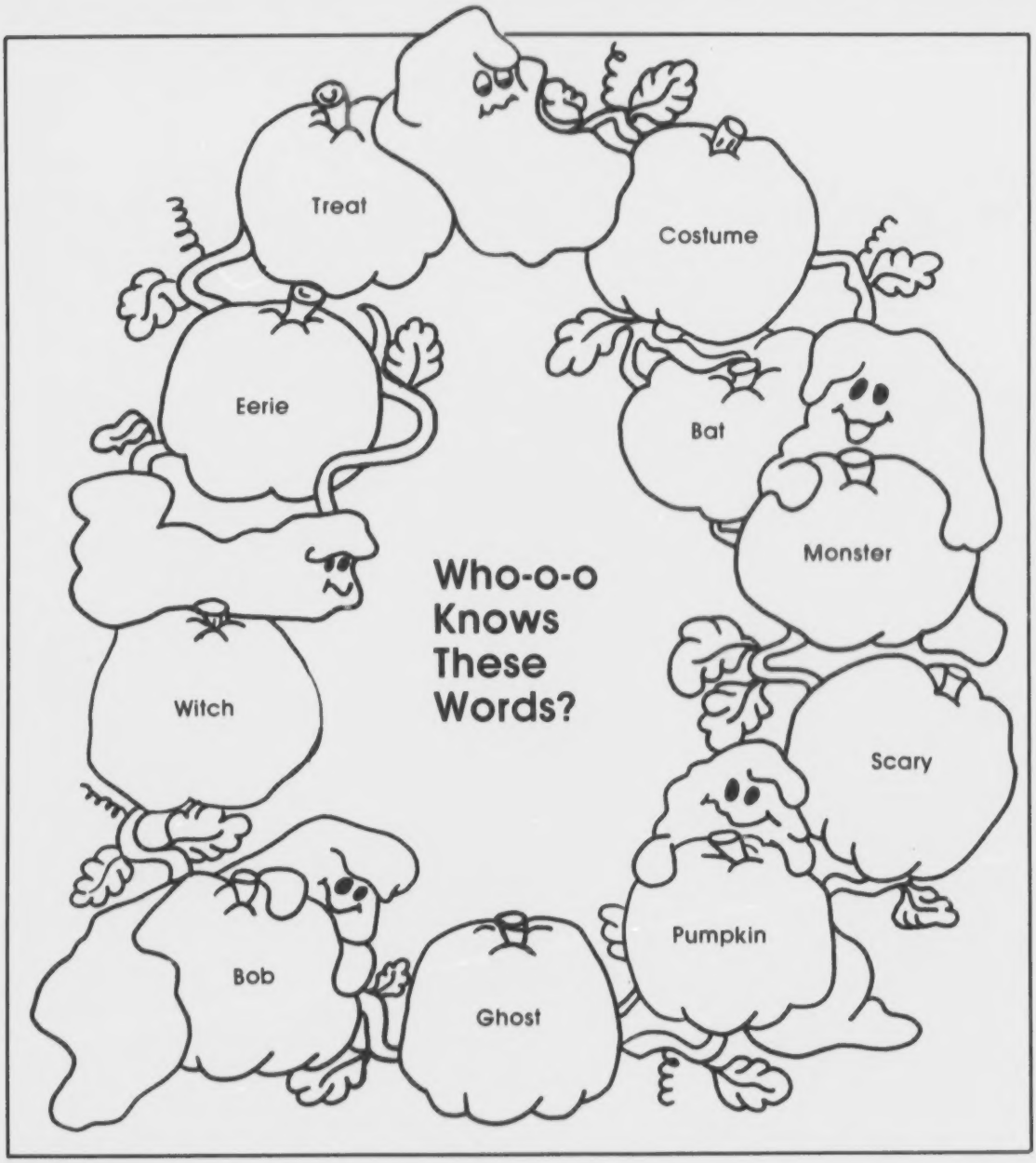
Skill #520

Reading—Sequence

Objective:
The student will identify the sequence of related pictures.

Directions:
Place the bright red apples and yellow worms in scrambled order on a vibrantly colored background. Have the student arrange the objects in sequential order from left to right. Then have him write or tell a story about the sequence.

A Suggestion:
Make the title unique by cutting the letters from a colorful fabric or textured wallpaper.



Who-o-o Knows These Words?

Skill #920

Reading– Locational Skills

Objective:

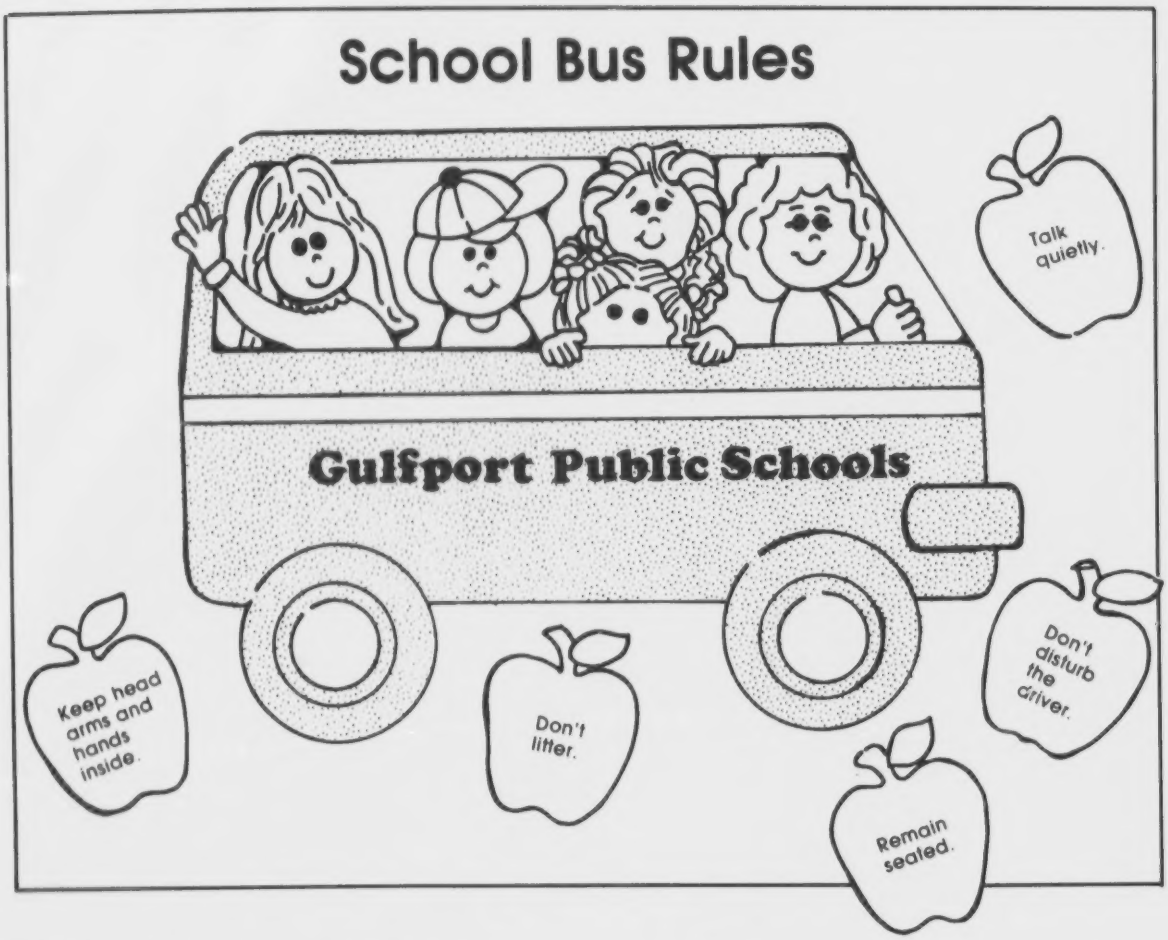
The student will utilize the dictionary.

Directions:

This bulletin board not only decorates the classroom for Halloween, but it also introduces vocabulary words appropriate to the season. Have the student find the meaning of each word in a dictionary. Then have him choose one word each day to use correctly in conversation at least three times. He may keep a list of the words he chooses and indicate how he uses them.

Variation:

Have the students write bewitching Halloween stories using the vocabulary words from the above activity.



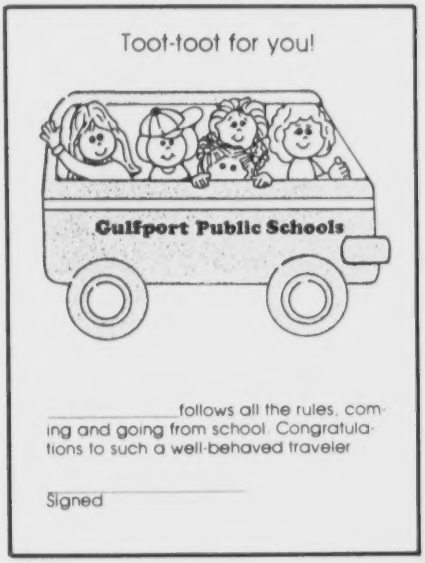
School Bus Rules

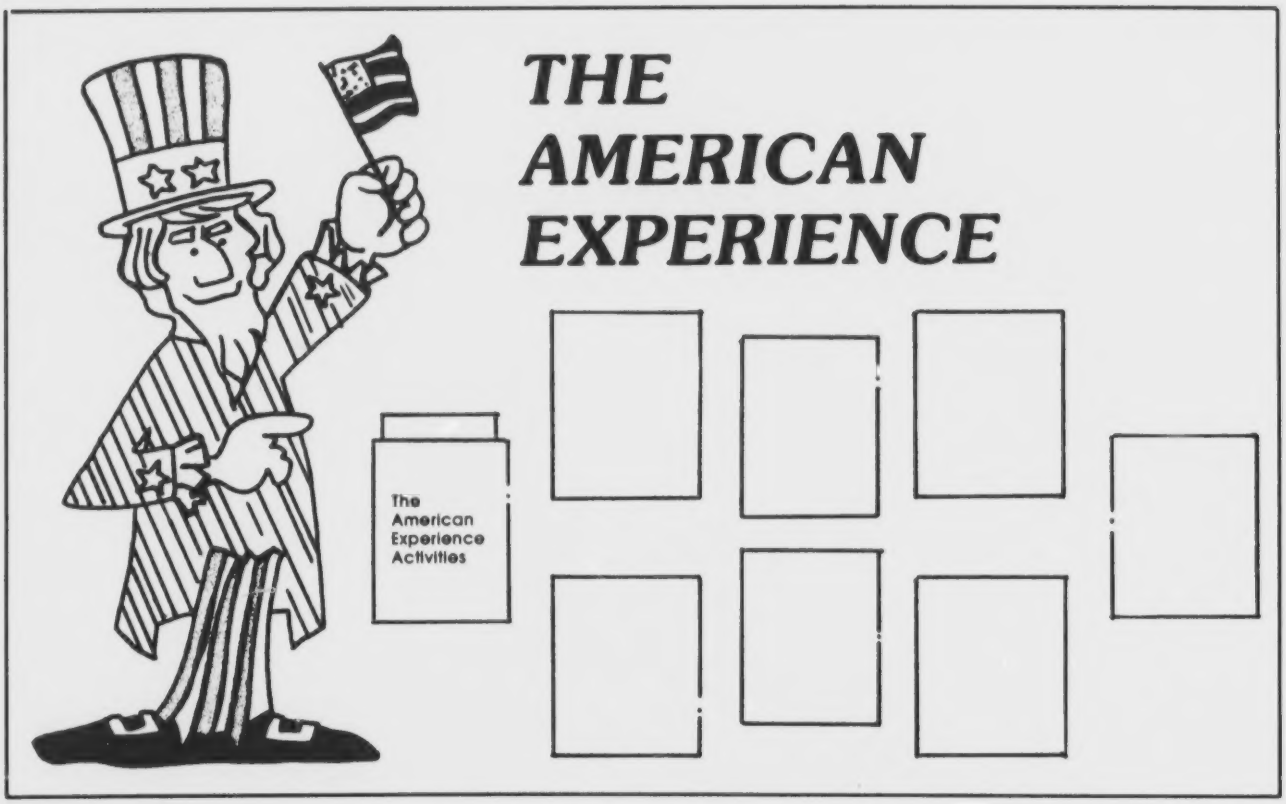
Skill #880

Reading—Following Directions

Objective:
The student will follow written directions.

Directions:
Through a discussion of school bus safety, let the students help with this bulletin board by deciding what rules should be written on the apples. To motivate students to follow the rules suggested, award a certificate like the one shown on the right to each student as he learns to comply with the rules.


Toot-toot for you!
Gulfport Public Schools
_____follows all the rules, coming and going from school. Congratulations to such a well-behaved traveler
Signed _____



The American Experience

Skill #880

Reading—Following Directions

Objective:

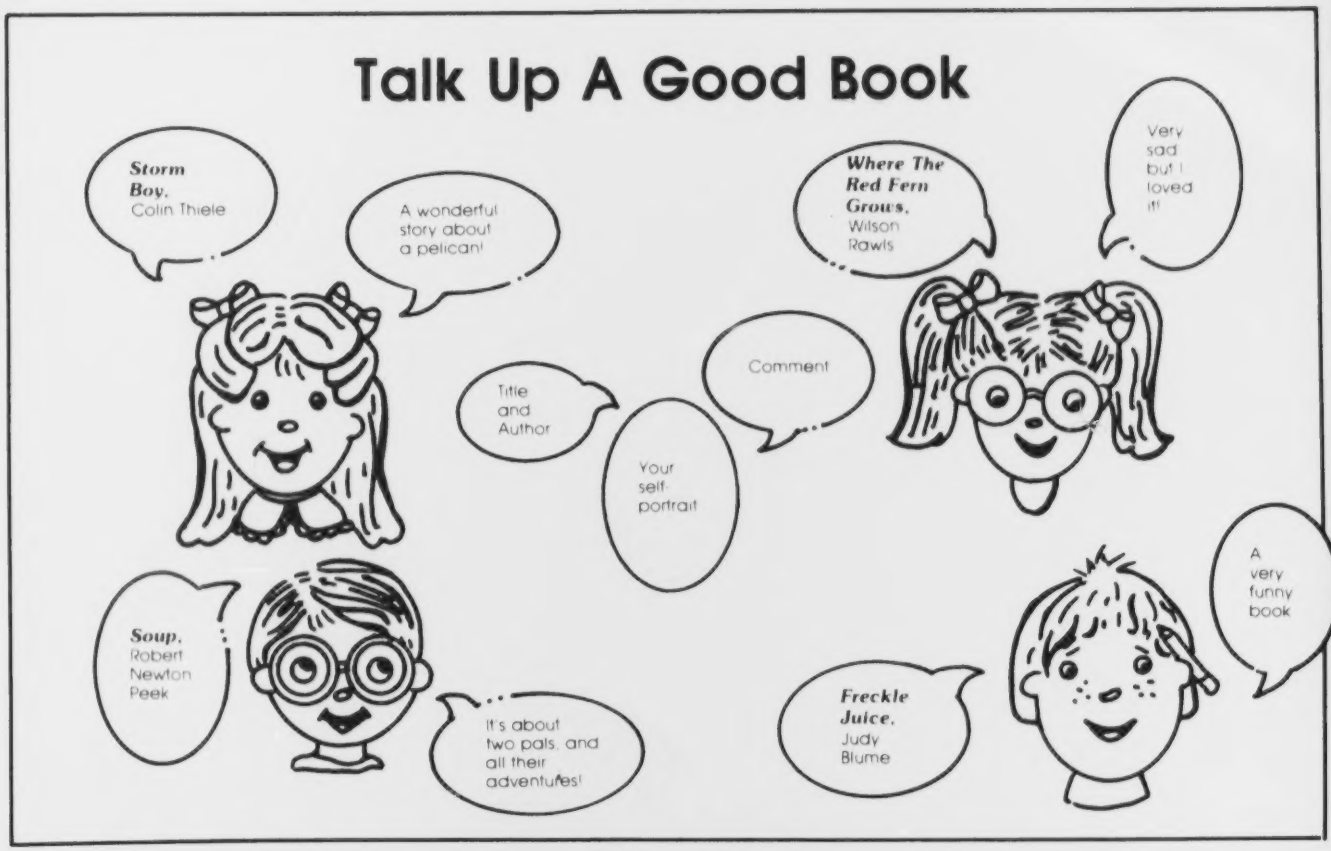
The student will perform a task as read.

Directions:

Encourage an all-American effort on the part of your students with the American Experience bulletin board. Have the student select a card from the activities envelope and perform the task. Each student's best activity may be displayed on the bulletin board.

Activity Suggestions:

1. Write a personal definition of freedom. (This is a good class assignment.)
2. Draw at least five different American flags that have been used since the birth of our nation.
3. Make a list of as many places or things you can think of that were named to honor Abraham Lincoln.
4. Read the Gettysburg Address and select your favorite sentence. Neatly print it on an index card and use it as a bookmark.
5. Make an invitation to an imaginary presidential dinner party. Prepare a guest list to include at least twenty people, living or from the past.
6. Write questions for a game of "Presidential Pursuit." Research and create some real stumpers.
7. Design a brochure selling America to the Pilgrims.
8. List five famous people who were born in February. Tell when they were born and why they are famous.


Talk Up A Good Book
Storm Boy, Colin Thiele
A wonderful story about a pelican!
Where The Red Fern Grows, Wilson Rawls
Very sad but I loved it!
Title and Author
Comment
Your self-portrait
Soup, Robert Newton Peek
It's about two pals, and all their adventures!
Freckle Juice, Judy Blume
A very funny book

Talk Up A Good Book

Skill #860

Reading—Appropriate Reading Speed

Objective:
The student will read for pleasure.

Directions:
Have the student draw a self-portrait and place it on the bulletin board. On one dialogue bubble have him write the title and author of a book he has read, and, on the other have him write a comment about the book.

Variation:
Have the student design a book jacket for his book or make a shape book in a design that is significant to the story.

All About Me

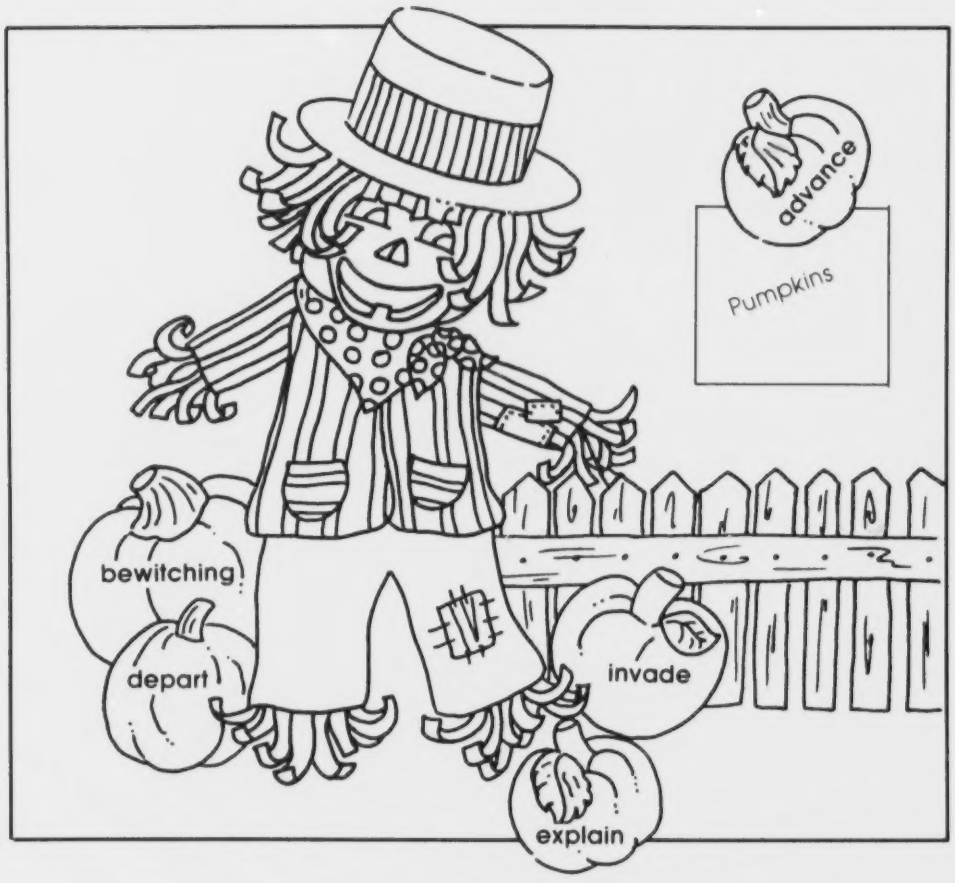
Skills #460, 480

Reading—Main Idea, Related Details

Objective:
The student will express the main idea, and identify items that support the main idea.

Directions:
Have each student construct a book in the shape of his own silhouette and add a hat to his shape book to denote a special interest or career aspiration. Then have him write a short story in his book entitled, "All About Me," in which he tells something about himslef. Display the books on a bulletin board as shown above, and have each student, in turn, identify the main idea and the related details of his story.

A Suggestion for Construction:
In a darkened room, seat the child so that the light from an opaque projector projects his silhouette onto white paper. Draw the outline onto the paper and have the student cut his silhouette out of black poster board for the covers of his book. Sheets of white typing paper may be added for the inside pages.



Prefix Pumpkin Patch

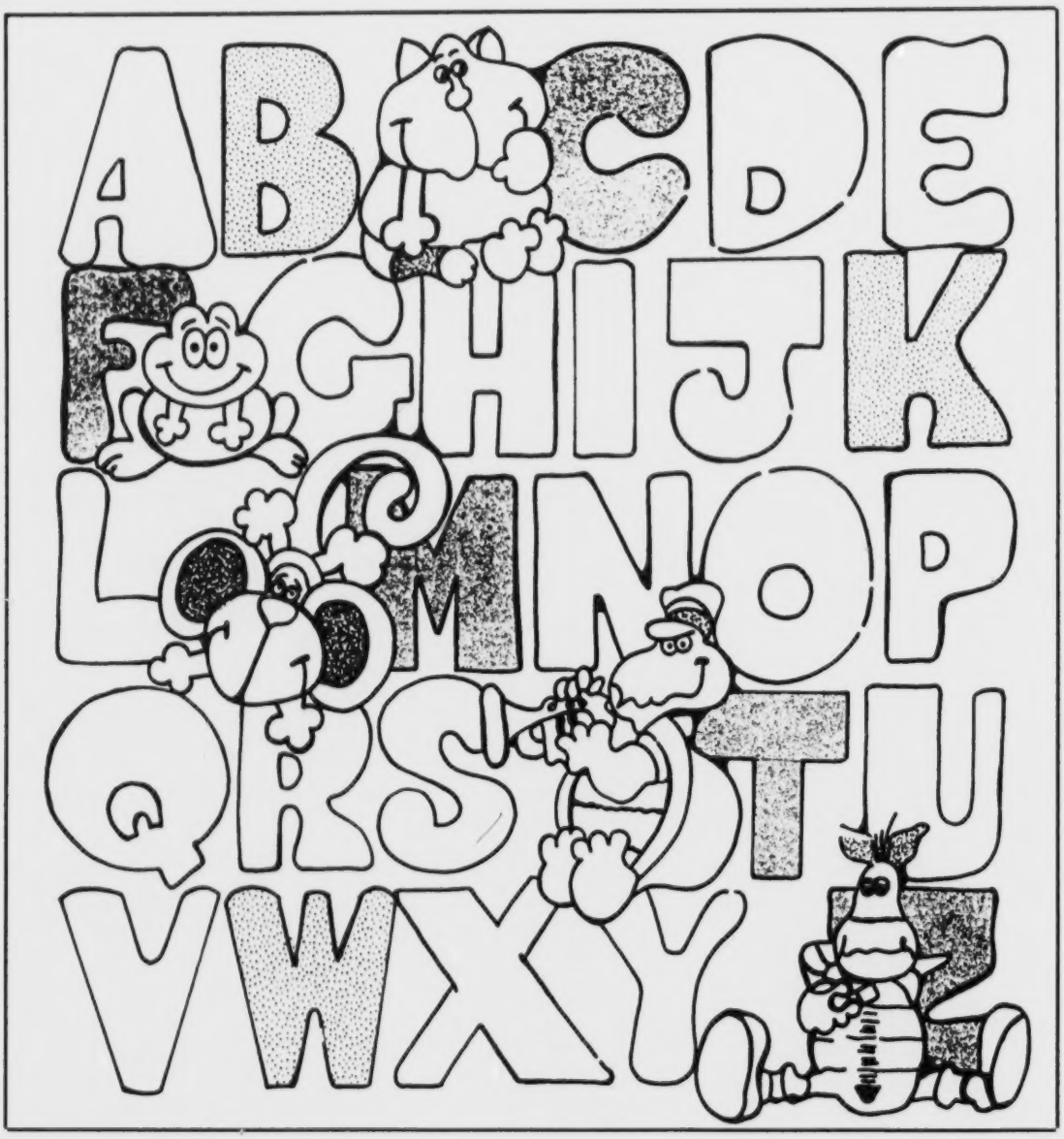
Skill #420

Reading—Prefixes

Objective:
The student will identify prefixes in words.

Directions:
Have the student identify the prefix in each word on the pumpkins. Then have him list at least one other word containing each prefix identified and write a Halloween story using as many of the words from the activity as possible.

A Suggestion:
For a three-dimensional flair, use curly paper strips for the hair, hands and feet of the scarecrow.



Crazy Alphabet

Skill #100

Reading—Alphabet

Objective:

The student will identify the sequential order of the alphabet.

Directions:

Display this bulletin board for visual reinforcement as the students learn the sequential order of the letter symbols.

A Suggestion:

Play the game of rhythm. Each student must give the correct letter and an animal, vegetable or mineral to go with it; for example, the first player may say, "A—apple," and the second, "B—bear."

Colorful Helpers!

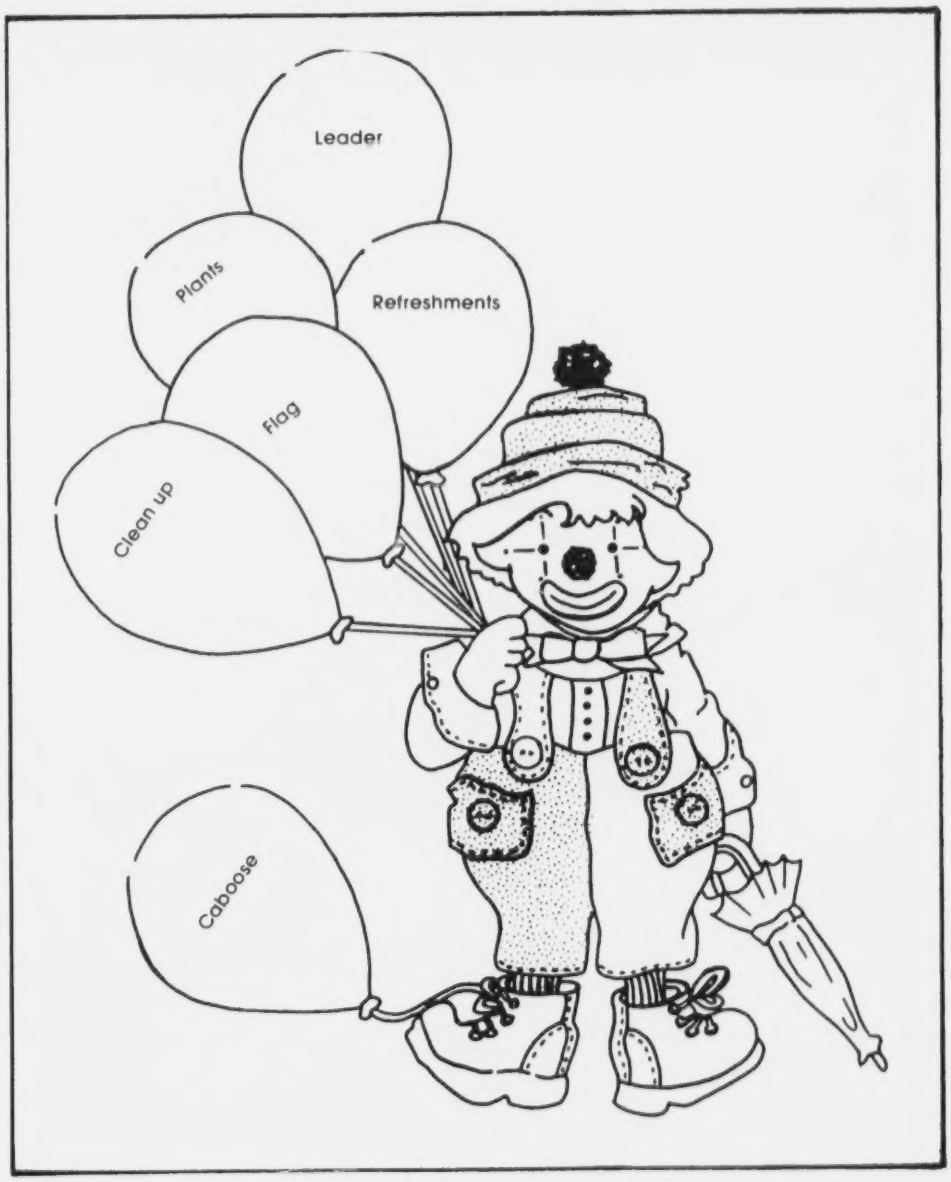
Skill #880

Reading—Following Directions

Objective:
The student will follow multiple sequential directions.

Directions:
Give the students directions on how to care for the plants, post the flag and clean up. Each week different students' names are put into the crayon boxes. Each student must follow the directions given to perform his task for the entire week.

A Suggestion:
How can you be fair when choosing a student to assist you in class? Print the names of your children on small slips of paper and place them in a box on your desk. When you need a helper, just draw a name from the box and write it on the crayon. Students will enjoy the suspense!



The Clown

Skill #880

Reading—Following Directions

Objective:

The student will follow multiple sequential directions.

Directions:

Give the students detailed instructions on how to perform the tasks listed on the balloons. Each week a different student's name is written on each balloon. Each student must follow the directions given to carry out his responsibilities for the week.

A Variation:

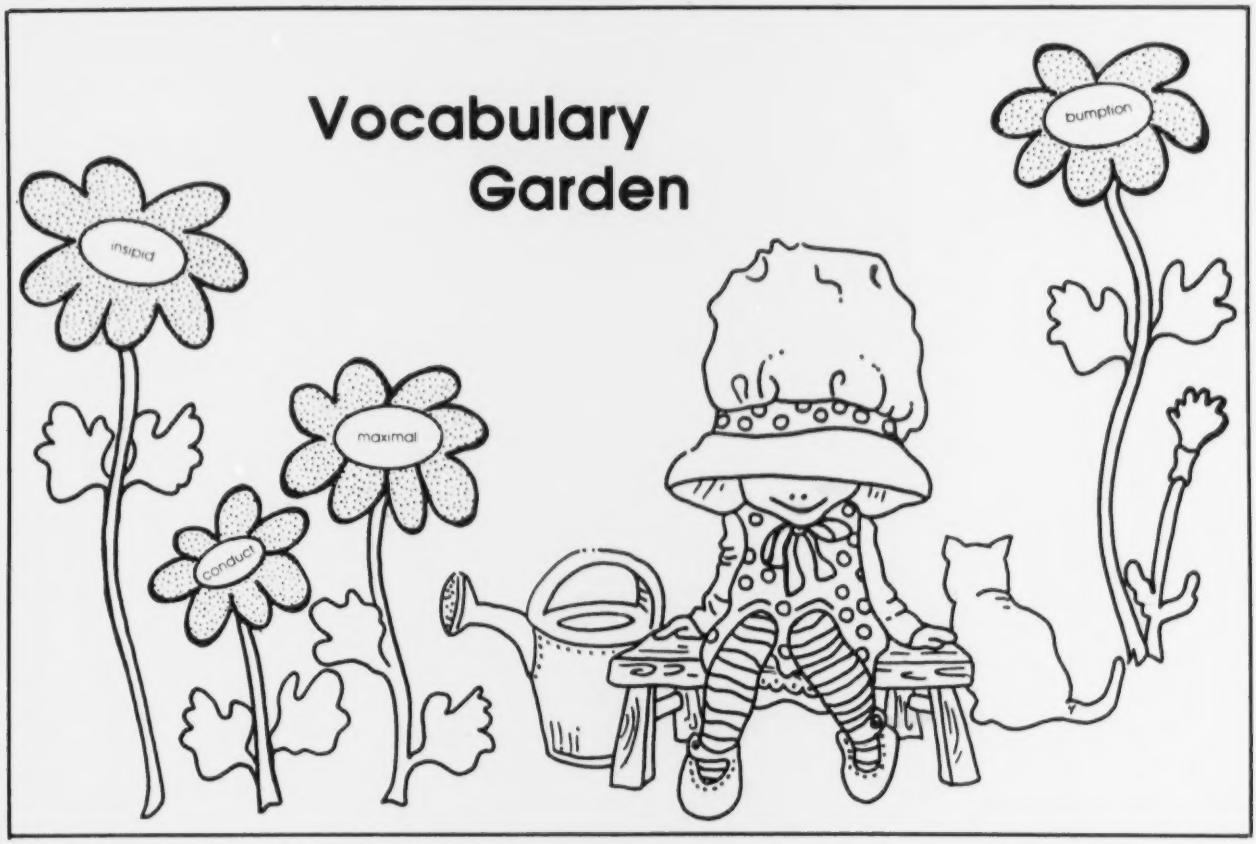
Want to give students a lift on the very first day of school and help them learn their classmates' names at the same time? Give each child a colored balloon labeled with his name to be attached with string to his desk or wrist.

Get A Line On Things To Come

Skill #940
Reading--Organizing

Objective:
The student will arrange details in logical order.

Directions:
Use this bulletin board to help students organize the activities of each week. Let the students, individually or as a group, write the events of each day of the week in the order of occurrence.



Vocabulary Garden

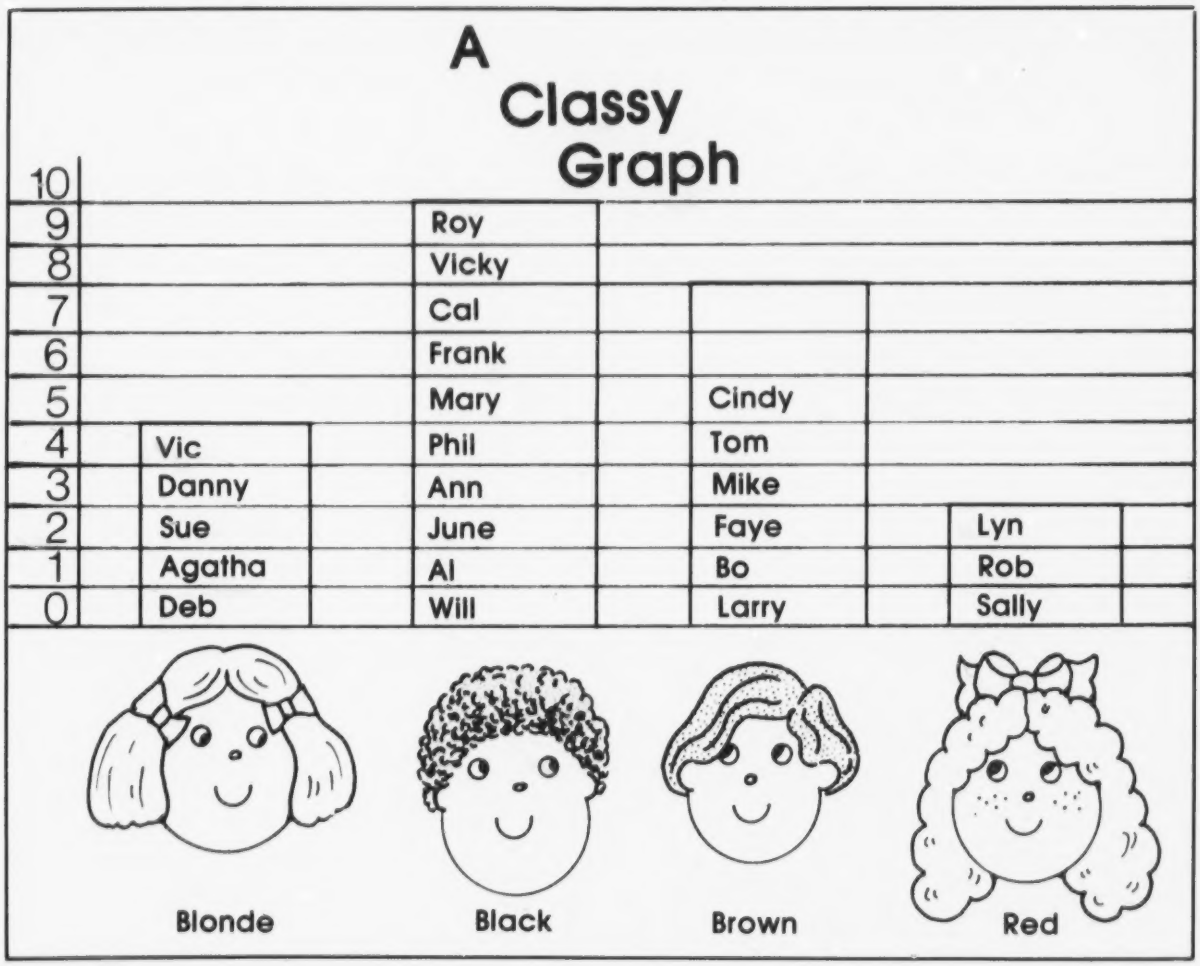
Skill #920

Reading—Locational Skills

Objective:
The student will utilize the dictionary.

Directions:
Each student may choose a word from the dictionary whose meaning he did not previously know. When he has used it correctly three times, he may write it on a flower center and place it on the bulletin board. Add flowers as they are needed.

A Suggestion:
When it's time to retire the bulletin board, give each student the flower(s) he has earned. Provide students with an activity sheet of flowers. Each time he learns a new word, he may add it to his "vocabulary garden."



A Classy Graph

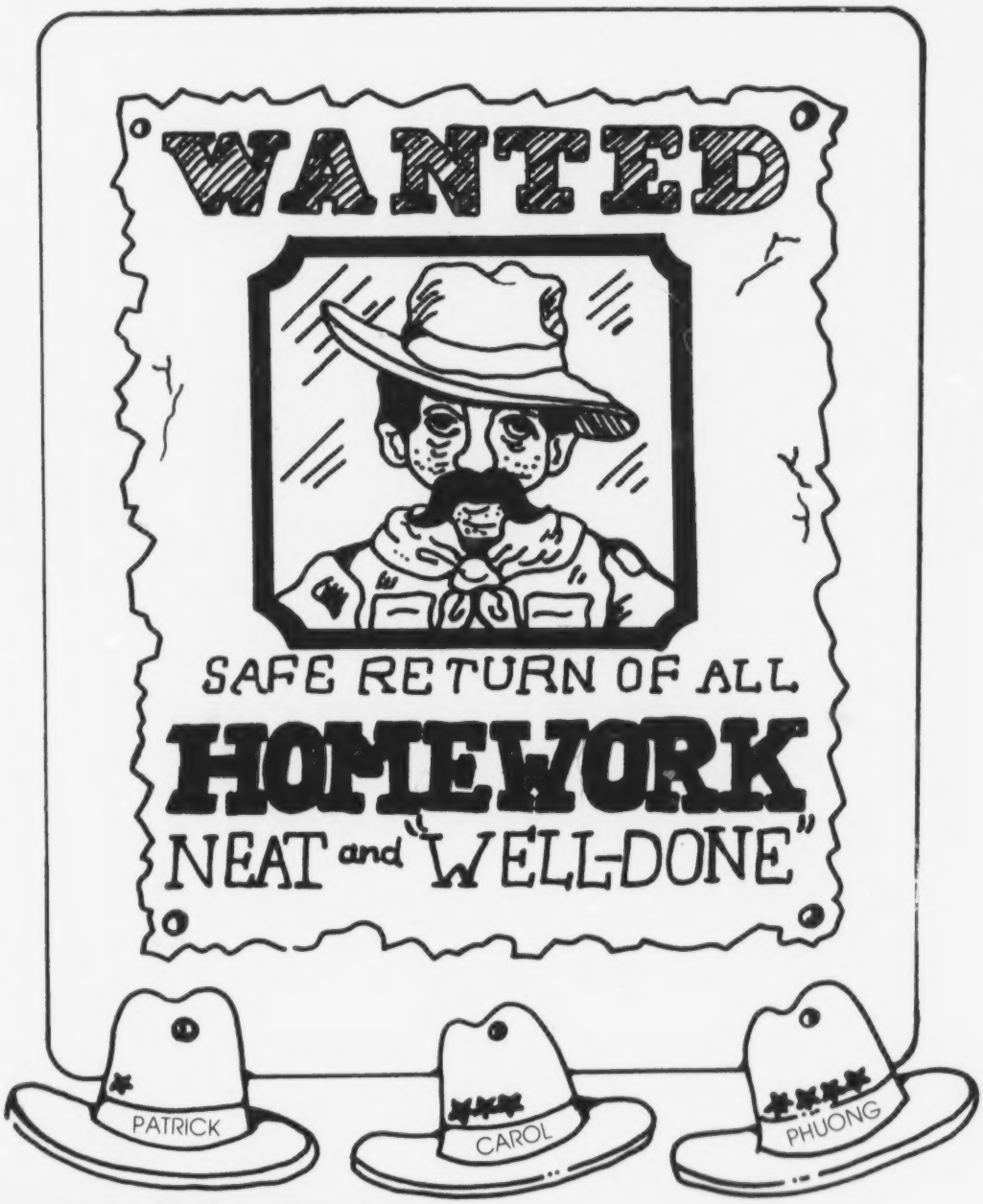
Skill #900
Reading—Chart/Graph/Map Reading

Objective:
The students will construct a bar graph.

Directions:
Have the students take a survey within their classroomm determining how many students have black hair, brown hair, blonde hair and red hair. Have them chart their findings on a bar graph. Use this classroom project as an attractive bulletin board display.

A Suggestion:
Use different colors of yarn to designate each hair color.

A Variation:
Have students make a "birthday graph." Make a chart with twelve vertical columns. Label the columns at the bottom of the sheet with the months of the year. Then have each student draw a self-portrait on a small piece of paper. Label each picture with the student's name. Have the students place their pictures on the chart in the appropriate vertical column. This type of graph can also be used to graph other things; such as, favorite holidays, foods, colors, numbers, the weather and the different ways students get to school.



Wanted, Safe Return Of All Homework

Skill #560
Reading—Following Directions

Objective:
The student will perform a task as heard or read.

Directions:
Have each student make a ten-gallon hat and print his name on it. Post the hats on a board around the "wanted" poster. Each time an assignment is completed properly, a star is placed on the student's hat.

This activity is taken from **Pet O'Gold** publication by Neil Fasnacht.

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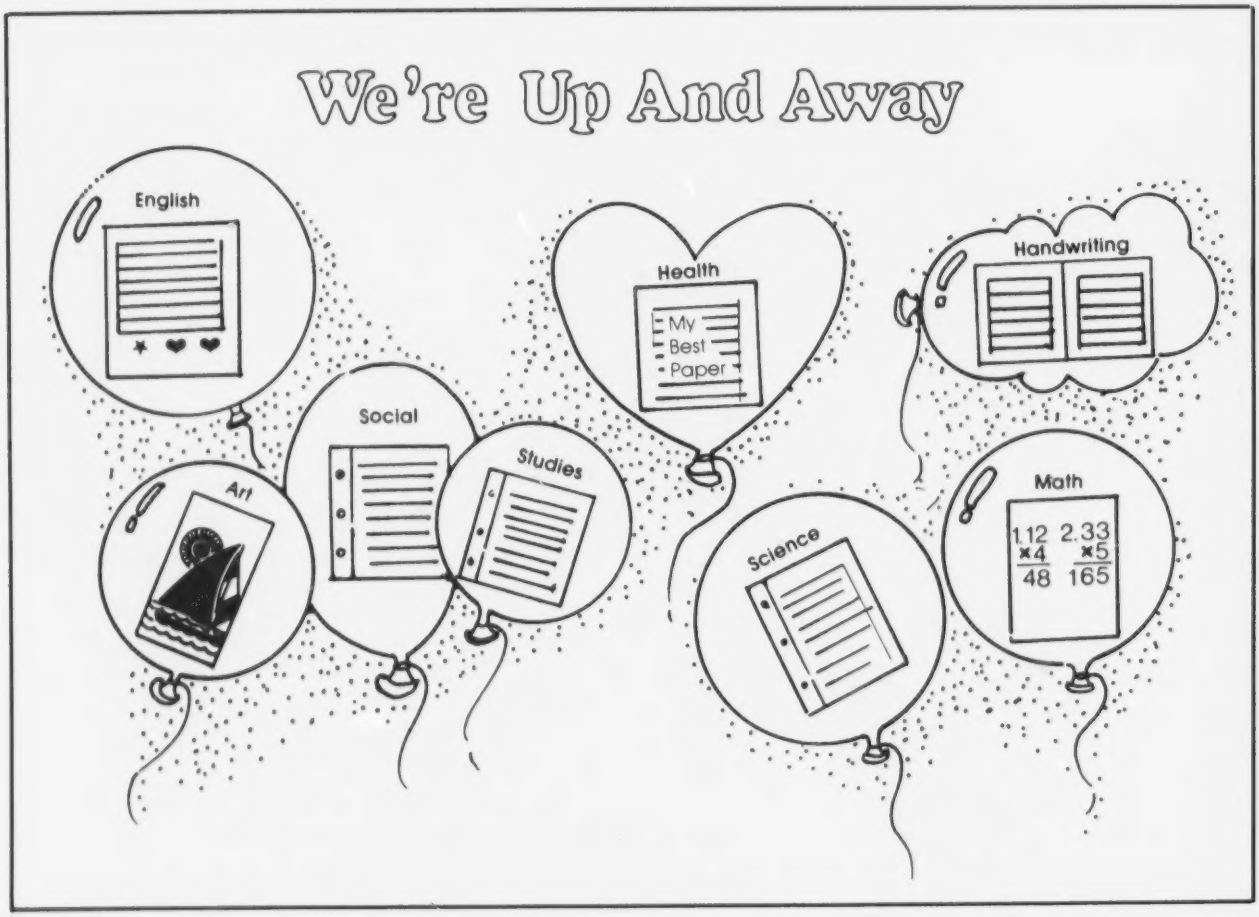
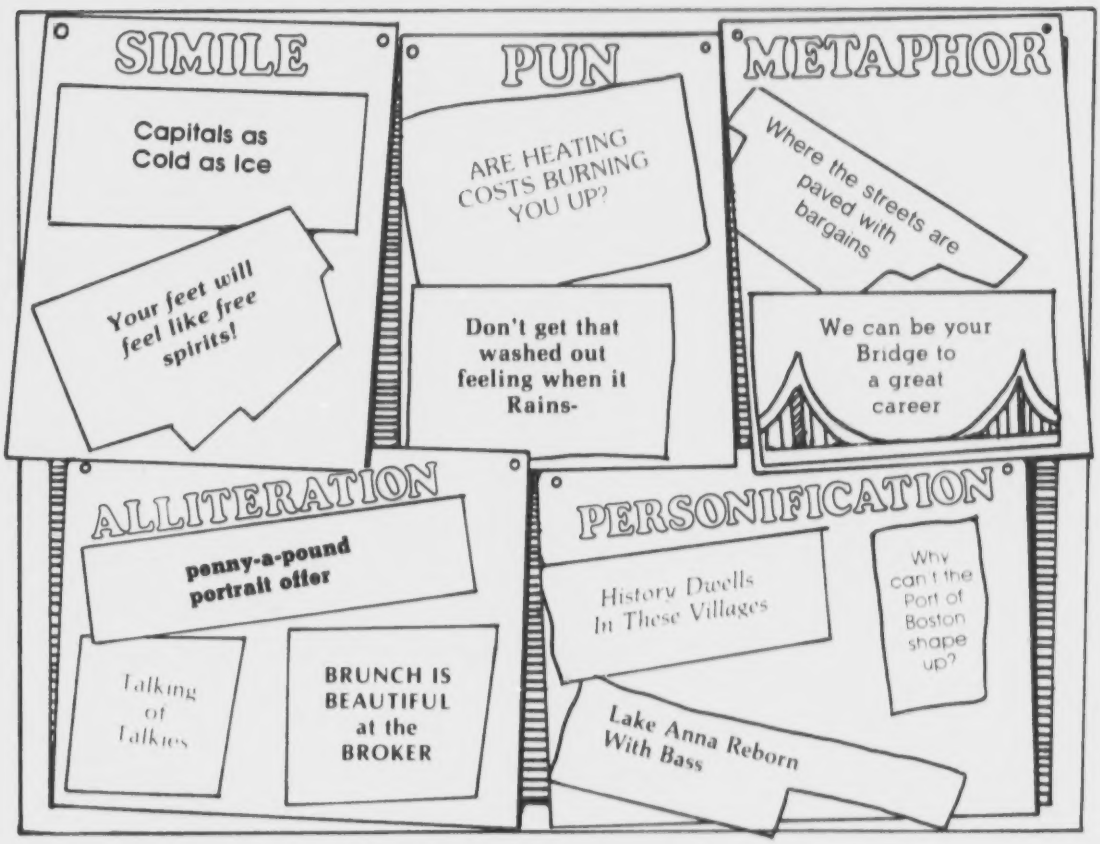


We're Up And Away!

Skill #500

Objective:
The student will arrange papers under a specific topic.

Directions:
Have the students make unique balloon shapes from colorful foil like the ones shown above and attach a piece of yarn to each. Collect an assortment of papers of different subjects and appoint one student each day to display one on each balloon shape under the correct heading.


SIMILE
Capitals as Cold as Ice
Your feet will feel like free spirits!
PUN
ARE HEATING COSTS BURNING YOU UP?
Don't get that washed out feeling when it Rains-
METAPHOR
Where the streets are paved with bargains
We can be your Bridge to a great career
ALLITERATION
penny-a-pound portrait offer
Talking of Talkies
BRUNCH IS BEAUTIFUL at the BROKER
PERSONIFICATION
History Dwells In These Villages
Why can't the Port of Boston shape up?
Lake Anna Reborn With Bass

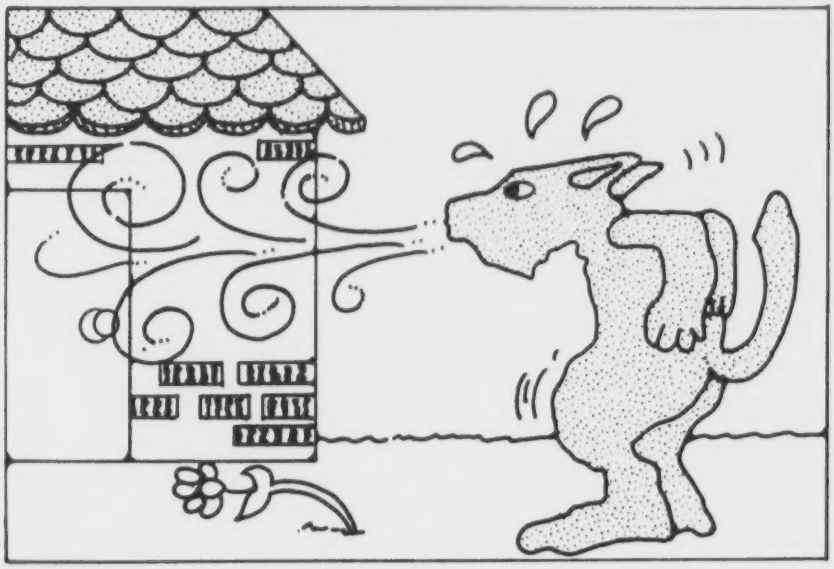
Screaming Headlines

Skill #660
Reading—Figurative Language

Objective:
The student will identify similes, metaphors, alliterations and personifications.

Directions:
Have each student define simile, metaphor, alliteration, personification and pun, and record the terms and definitions in a notebook. Have the students look through newspapers for headlines that demonstrate each type of figurative expression. Display the examples on a bulleting board like the one shown above.

The Five W's



Who?	The Wolf
What?	Tried to blow the houses down
When?	Once upon a time
Where?	At the three little pigs' houses
Why?	The wolf wanted to eat the pigs.

The Five W's

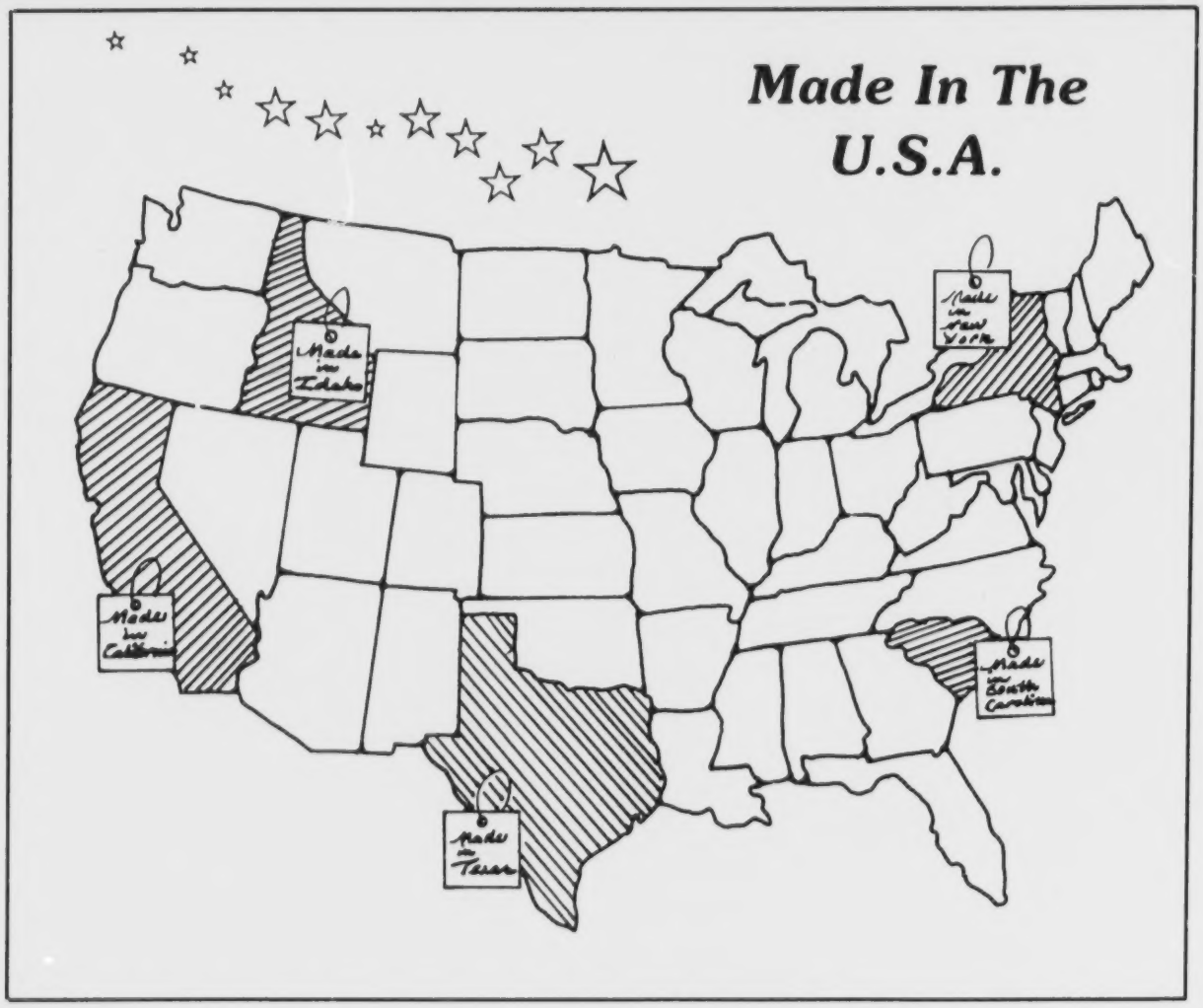
Skill #800

Reading–Time/Identify Signal Words

Objective:
The student will identify who, what, when, where and why.

Directions:
Enlist the aid of fairy tales to focus on the five w's with the bulletin board shown above. Have each student choose a favorite fairy tale and have him identify who, what, where, when and why in the story. Then have the students rewrite their fairy tales as news stories.

Variation:
Have the students, individually or as a group, prepare a news story about a school event incorporating the five w's.



Made In The U.S.A.

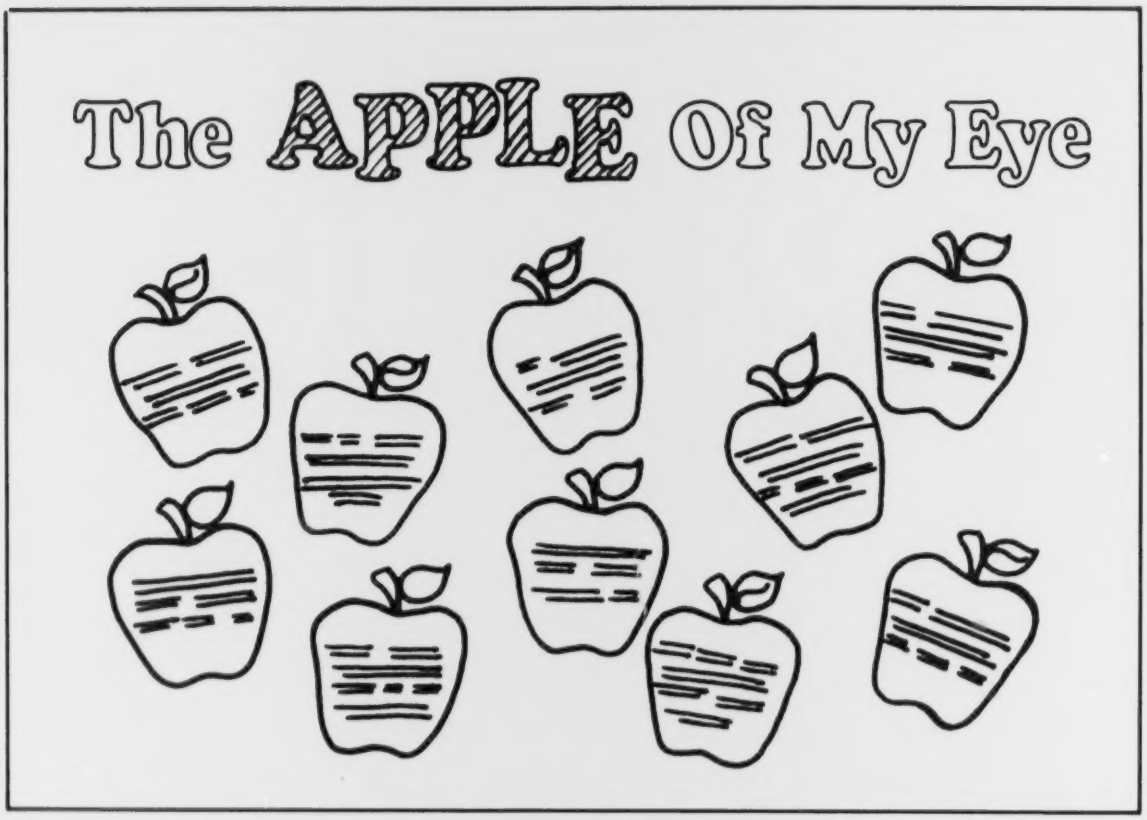
Skill #900
Reading—Chart/Graph/Map Reading

Objective:
The student will utilize a map of the United States.

Directions:
Use this bulletin board to encourage students to be aware of where the products they use are manufactured, processed or grown. Have students save a variety of labels and tags from items purchased. Instruct the students to bring these to school and pin them to the bulletin board in the correct geographical location. If a label or tag is not available, have the student make an index card with a picture of the object and print where it was manufactured. Encourage students to cover the entire map.

Suggested Products:

clothes	televisions	textiles	paper goods	coffee
lumber products	food	machines	decorations	bikes
shoes	toys	jewelry	books	tea



The Apple Of My Eye

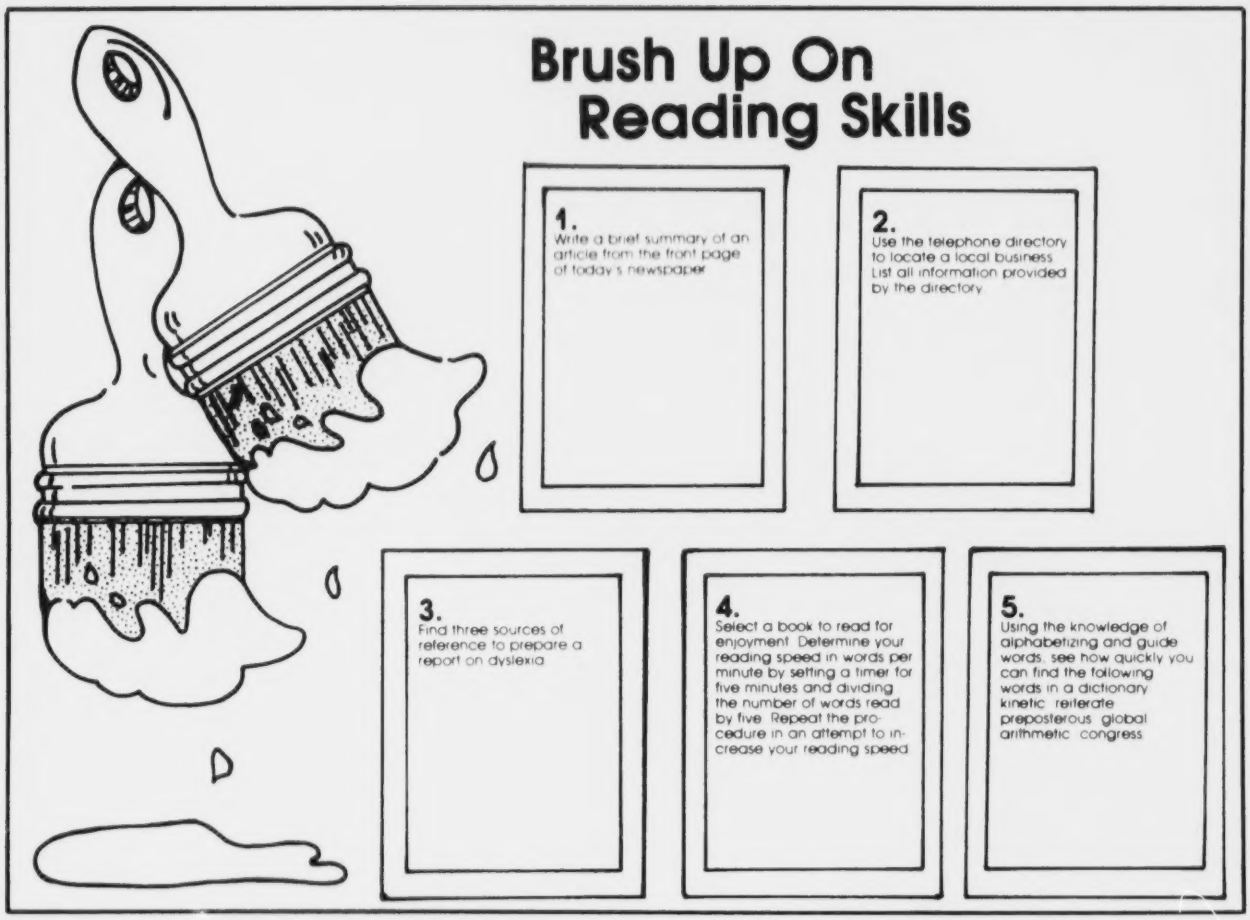
Skill #560
Reading–Following Directions

Objective:
the student will perform a task as heard.

Directions:
This bulletin board will provide good incentive for turning in neat homework papers. Make bright red apples large enough to hold a page of homework. Assign an apple to each student. Each day the students are responsible for displaying their homework papers on the apples. At the end of the week, have students make "Apple" shape books (see page 108) to hold their week's work.

A Variation:
For enrichment, have the students include in their shape books stories on such topics as, "If I Were An Apple" or "If I Could Talk to Johnny Appleseed."

A Suggestion:
Make the title unique by cutting the letters for "Apple" from a brightly colored calico fabric.


Brush Up On
Reading Skills
1.
Write a brief summary of an article from the front page of today's newspaper.
2.
Use the telephone directory to locate a local business. List all information provided by the directory.
3.
Find three sources of reference to prepare a report on dyslexia.
4.
Select a book to read for enjoyment. Determine your reading speed in words per minute by setting a timer for five minutes and dividing the number of words read by five. Repeat the procedure in an attempt to increase your reading speed.
5.
Using the knowledge of alphabetizing and guide words, see how quickly you can find the following words in a dictionary: kinetic, reiterate, preposterous, global, arithmetic, congress.

Brush Up On Reading Skills
Reading Skills Chart

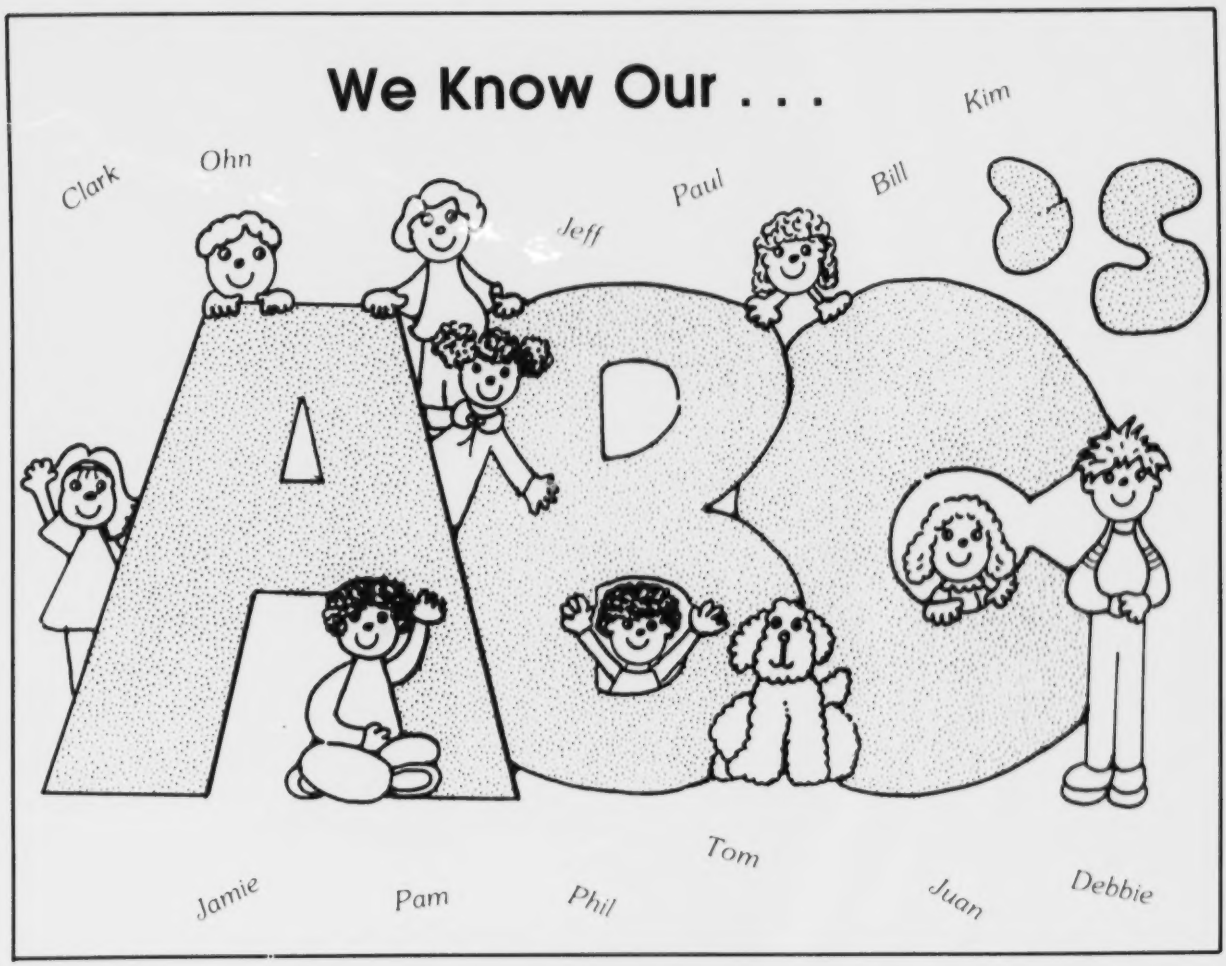
Skills #680, 860, 920
Reading—Summarizing , Appropriate Reading Speed, and Locational Skills.

Objective:
The student will summarize, determine reading speed and utilize appropriate reading skills.

Directions:
Have the student select an activity from the bulletin board and complete the tasks as directed.

Variation:
Use the same bulletin board for the display of book jackets to introduce new books and to encourage reading.

Suggestion:
National Book Week is an excellent time to utilize this bulletin board. Coordinate activities with your librarian. Find out if there are any local authors in your area and have them visit your class.



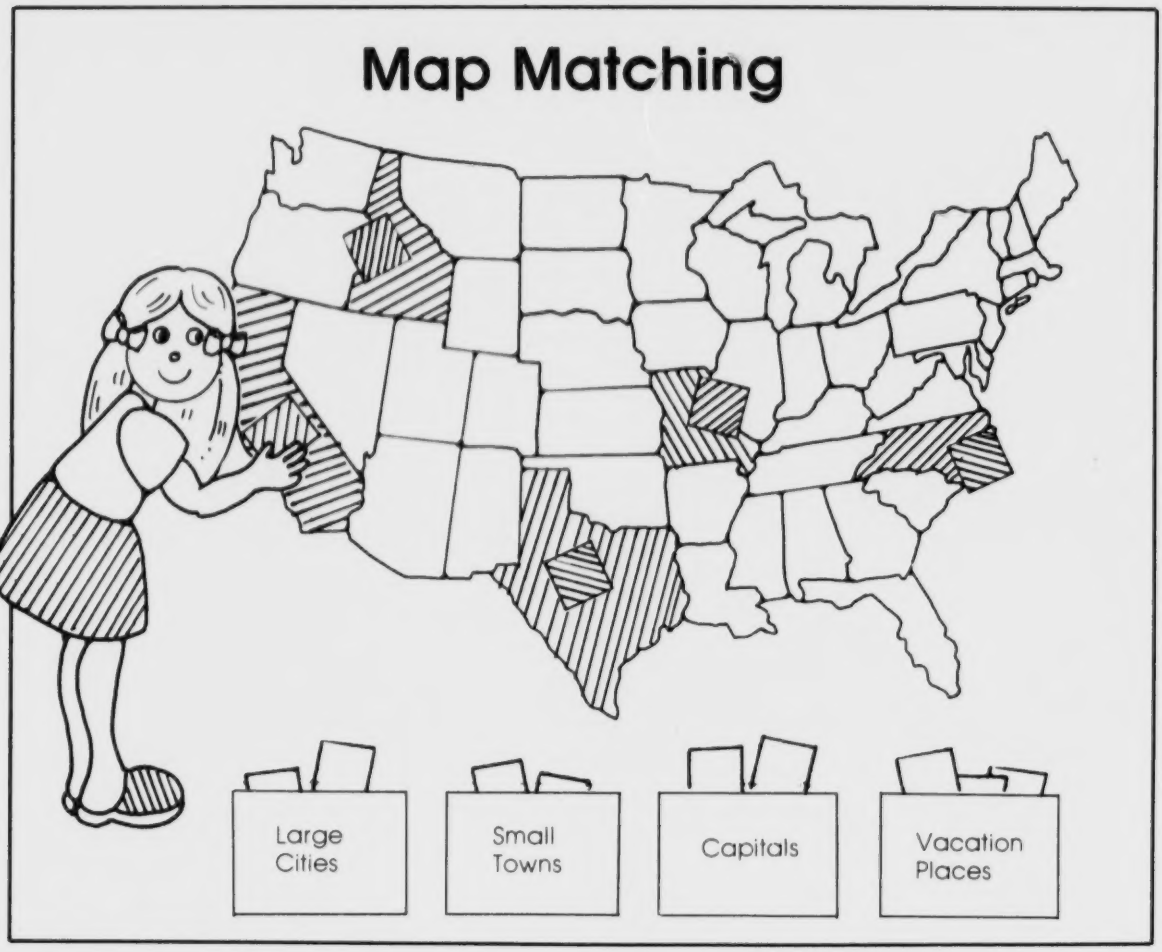
We Know Our . . . ABC's

Skill #100
Reading—Alphabet

Objective:
The student will identify the letters of the alphabet.

Directions:
When the student can identify the symbol for each letter and is able to recite the letters in alphabetical order, he may write his name on the bulletin board.

A Suggestion:
Give award certificates patterned after the bulletin board above.



Map Matching

Skill #900

Reading—Chart/Graph/Map Reading

Objective:

The student will utilize a map of the United States.

Directions:

At the bottom of the bulletin board place several envelopes labeled similarly to those shown above. In each envelope, place appropriate names on slips of tagboard. Students may select envelopes and try to place all name slips in the correct locations. This can be a practice board as well as a board for team contests and time limit exercises. See how many capital cities the students can pin on in one minute!

A Suggestion:

Provide each student with a map of the U.S. Have the student plan a trip across the United States with a stop beginning with each letter of the alphabet. Each stop should be a city and the stops should be in alphabetical order. Have him plot the trip on his individual map. An example: A-Atlanta, Georgia; B-Baltimore, Maryland; C-Chicago, Illinois.

environment
government
separate
parallel
pumpkin
restaurant

whose
privilege
business
definitely

interesting
address
receive
tomorrow
vacuum
zealous

Arrange These Often Misspelled Words In ABC Order

Spelling Bloops And Blunders

Skill #100
Reading—Alphabet

Objective:
The student will arrange letter symbols in sequential order.

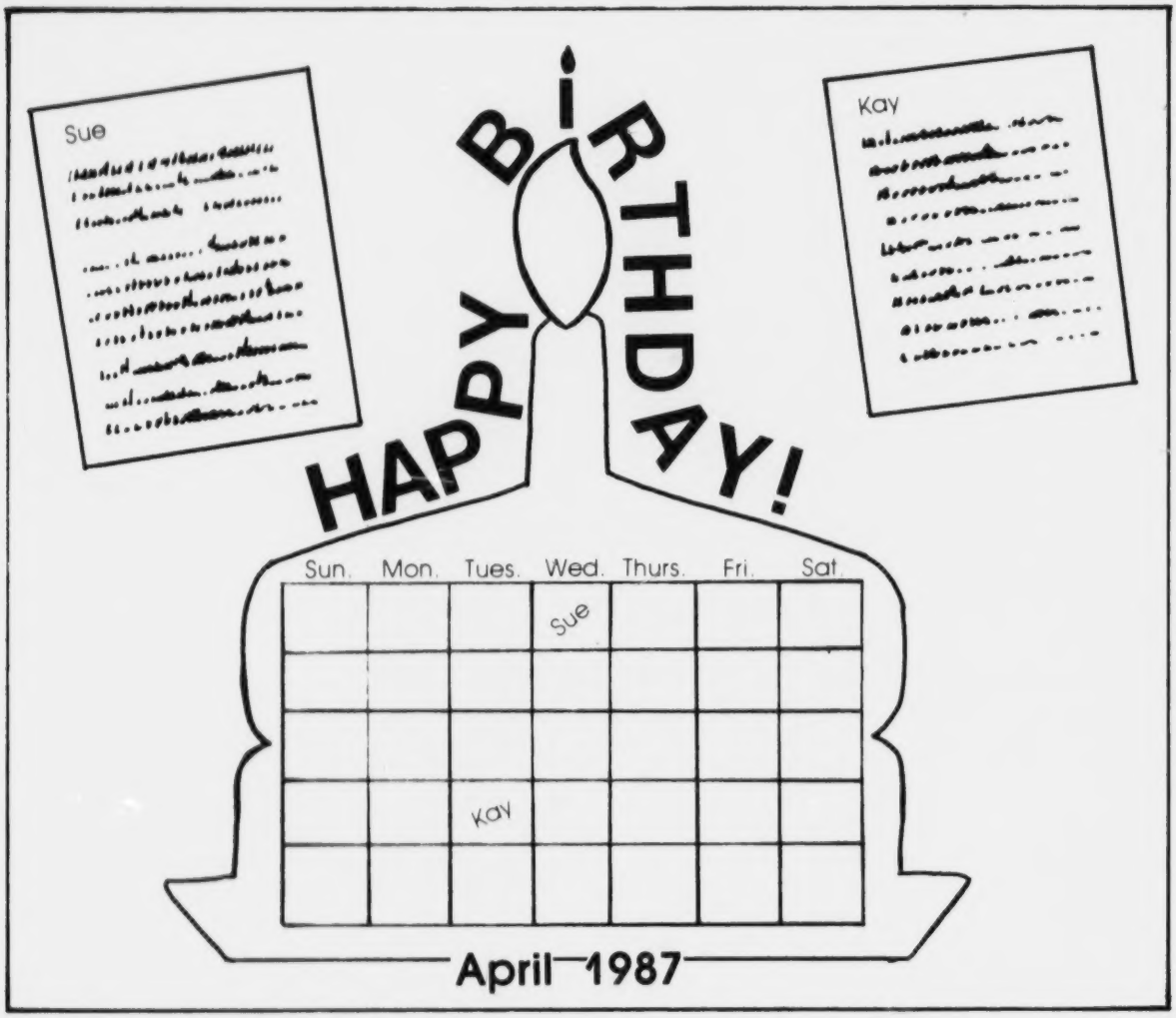
Directions:
Have the student arrange the words on the bulletin board in alphabetical order. When the student has mastered these, add new ones from the "Spelling Bloops and Blunders" list given on the next page.

A Suggestion:
Put the "Spelling Bloops and Blunders" list on a window shade (a permanent bulletin board). Pull the window shade down before a spelling bee. When the contest has started put the window shade into its up position.

Spelling Bloops and Blunders

101 commonly misspelled words. . .

accept
address
affect
again
already
answer
been
beginning
believe
business
can't
capitol
certain
choose
colonel
could
definitely
difference
does
effect
eighth
enough
environment
especially
February
field
friend
government
guess
half
heard
height
here
hour
its
it's
instead
interesting
jewelry
knew
knowledge
library
license
loose
lose
many
mileage
minute
misspell
muscle
necessary
nickel
ninety
ninth
occur
o'clock
often
opposite
parallel
piece
pleasant
privilege
pumpkin
quiet
quit
quite
raise
receive
restaurant
rhythm
said
says
separate
straight
their
there
they're
thorough
though
through
tomorrow
too
truly
unique
until
usually
vacuum
vegetable
very
Wednesday
where
whether
which
whole
who's
whose
won't
would
your
you're
zealous



My Historical Birthday

Skill #920
Reading—Locational Skills

Objective:
The student will appropriately utilize resource materials.

Directions:
Display the current month's calendar on the bulletin board. Have each student with a birthday in that month find out what events took place on the day he was born. He may use a library to consult newspapers published on his birthday. Then have him expand his research, using encyclopedias and almanacs, to include events that took place on his birth date throughout history before and since his birth. Have him compile the information and display it on the birthday bulletin board.

A Variation:
Have the student compile a birthday book using headlines and pictures from newspapers and magazines in the birthday shape book shown on page 113.

WHOOOOOOO!!
wrote the national anthem?
made the American flag?
is called the "Father of Our Country"?
wrote the Declaration of Independence?

WhoOOooo

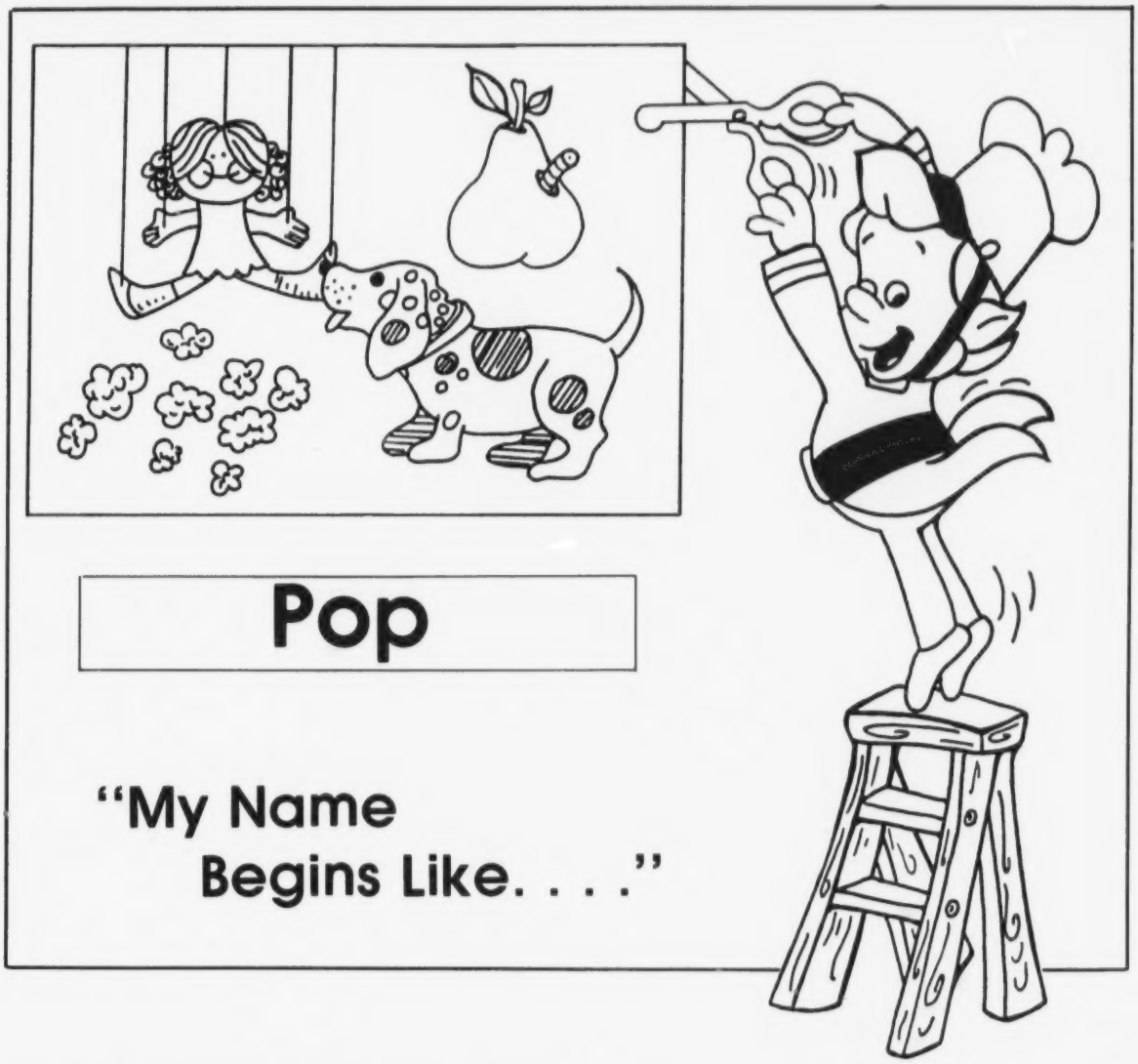
Skill #920
Reading–Locational Skills

Objective:
The student will utilize appropriate resource materials.

Directions:
This bulletin board displays questions in the field of history. Have the students use the appropriate resource materials to answer the questions given above.

A Variation:
This bulletin board may be adapted to any of the content areas by changing the questions.

Activity taken from **American Social Studies Characters** by Mary Lou Olson and William R. Johnson.

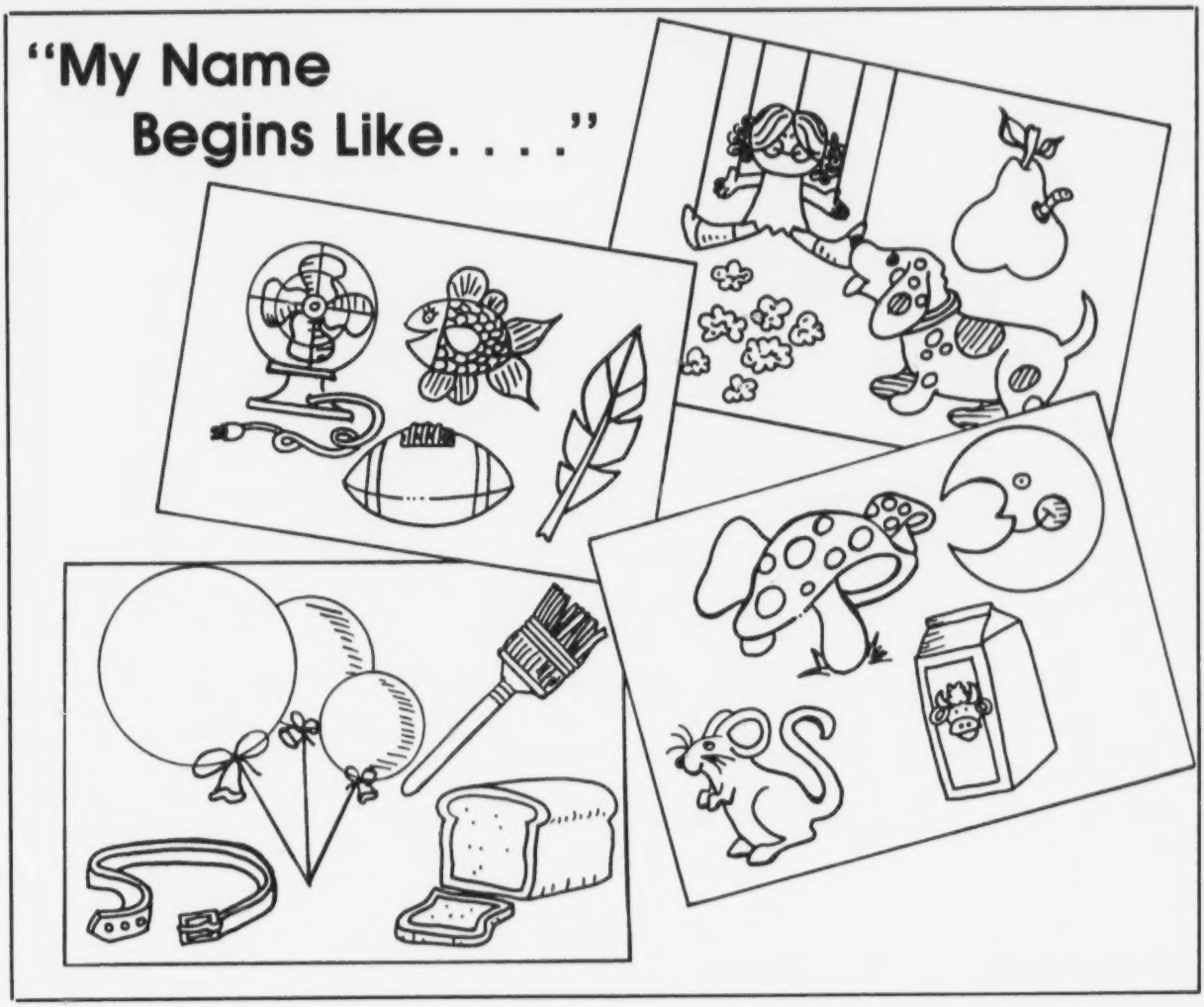


"My Name Begins Like. . ."

Skill #060
Reading—Auditory Discrimination

Objective:
The student will identify words that begin with the same sound as his name.

Directions:
Have the student find and cut out four or five pictures representing words that begin with the same sound as his name. After he has found the pictures, have him assemble them to make a mini-poster. Display one student's poster each week. Place the student's name in the box provided.



"My Name Begins Like. . ."

A Variation:

When all posters have been displayed individually from the activity on the preceding page, use all to make an attractive bulletin board display as shown above.

A Suggestion:

Have students, working in pairs, compose a ten-item listing of positive thoughts about their partners that will be likely to identify the person being complimented. When the listings are completed, try a guessing game with the class to see if the statements serve to identify the student.

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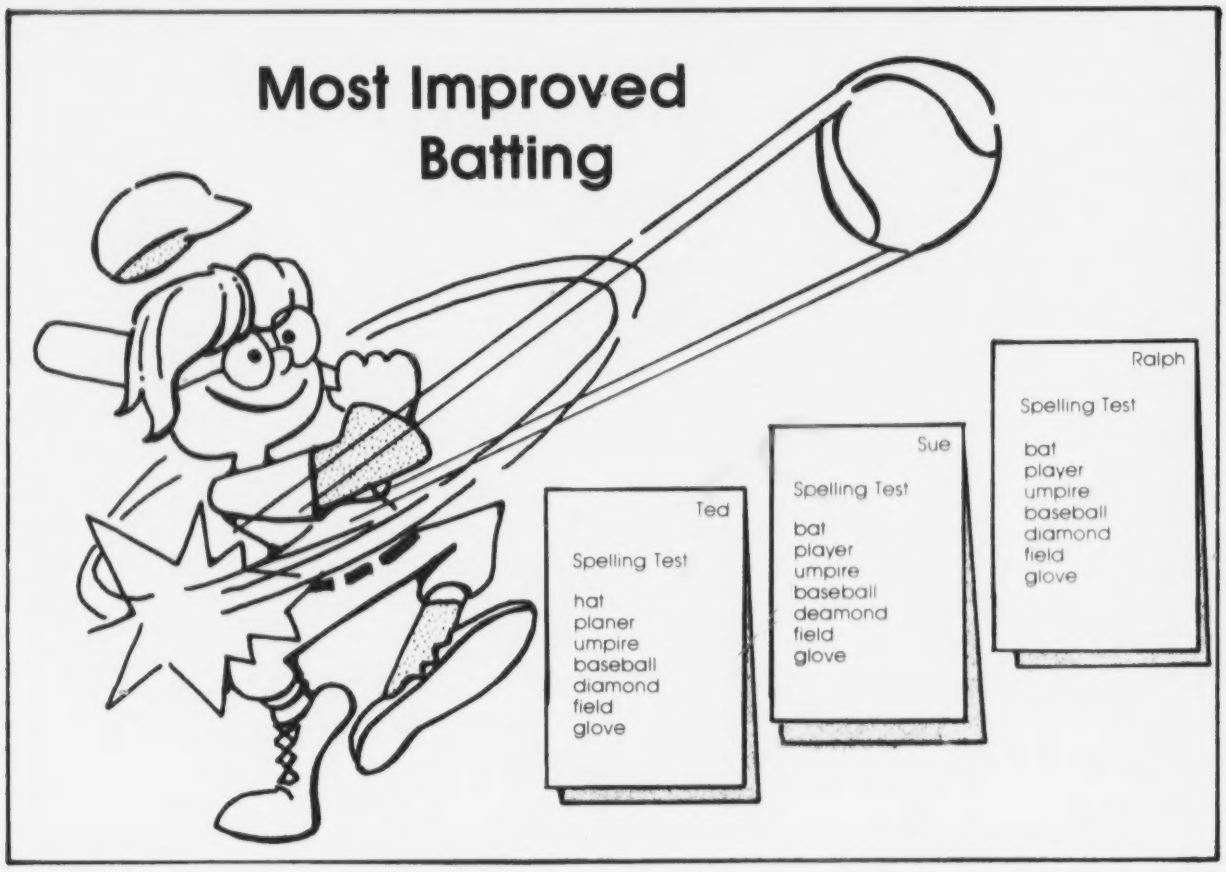
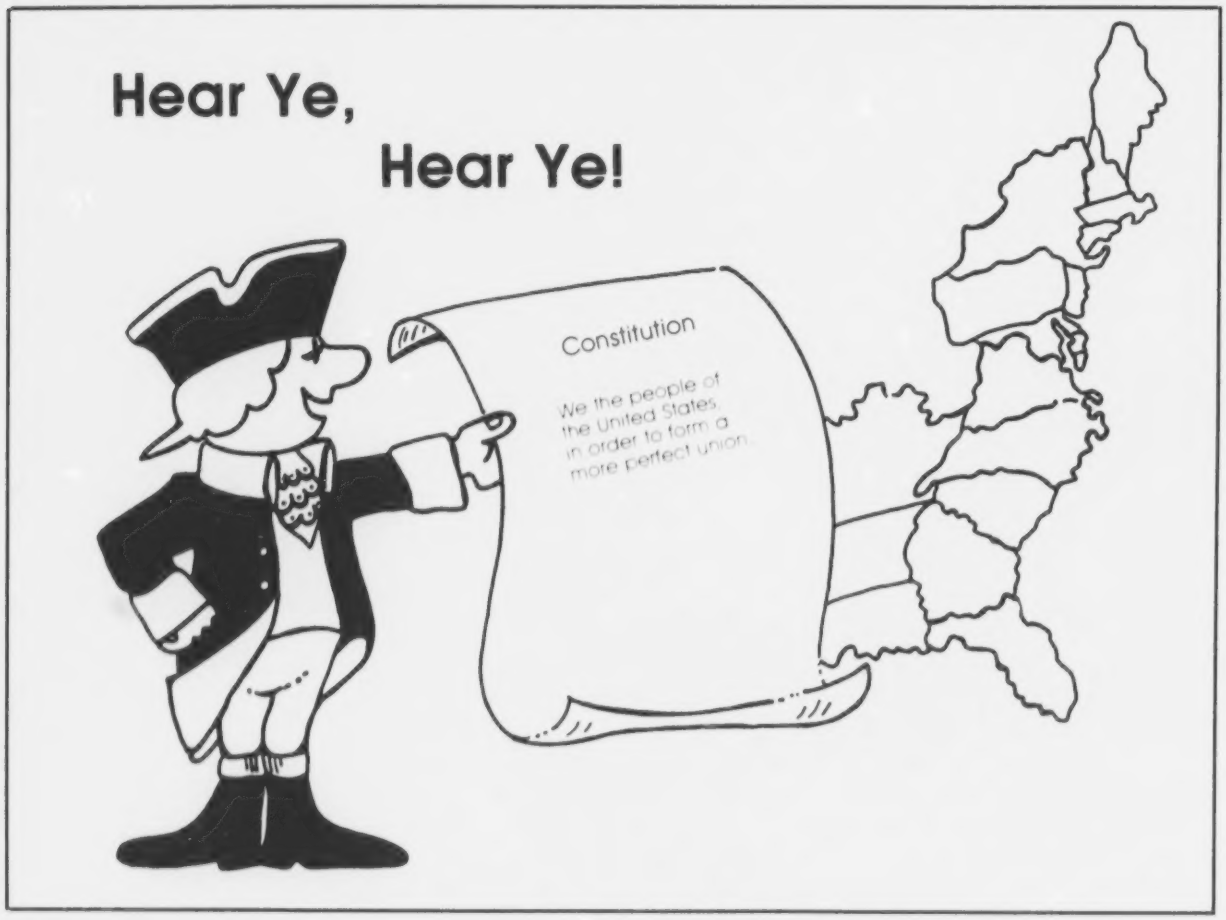


Most Improved Batting

Skill #940
Reading—Organizing

Objective:
The student will arrange details in logical order and take notes.

Directions:
Use this bulletin board to encourage students to improve study habits and reach personal goals. Have each student write down one area of study or performance he would like to improve. Then have him list specific ways he plans to accomplish his self-improvement. For one week, have him keep daily notes as to specific ways he attempted to improve. At the end of the week, let him display on the bulletin board the paper he feels shows his best effort toward accomplishing his goal.



Hear Ye, Hear Ye!

Skill #920
Reading—Locational Skills

Objective:
The student will utilize appropriate resource materials.

Directions:
Have the student identify the thirteen original colonies and write the names on the laminated map with a permanent marker. When a student has memorized and recited the Preamble to the Constitution, he may write his name on the scroll.

Suggestions:
Use cotton for the statesman's hair, a folded doily for his ascot and brown kraft paper for the constitution.

Activity taken from **American Social Studies Characters** by Mary Lou Olson and William R. Johnson.

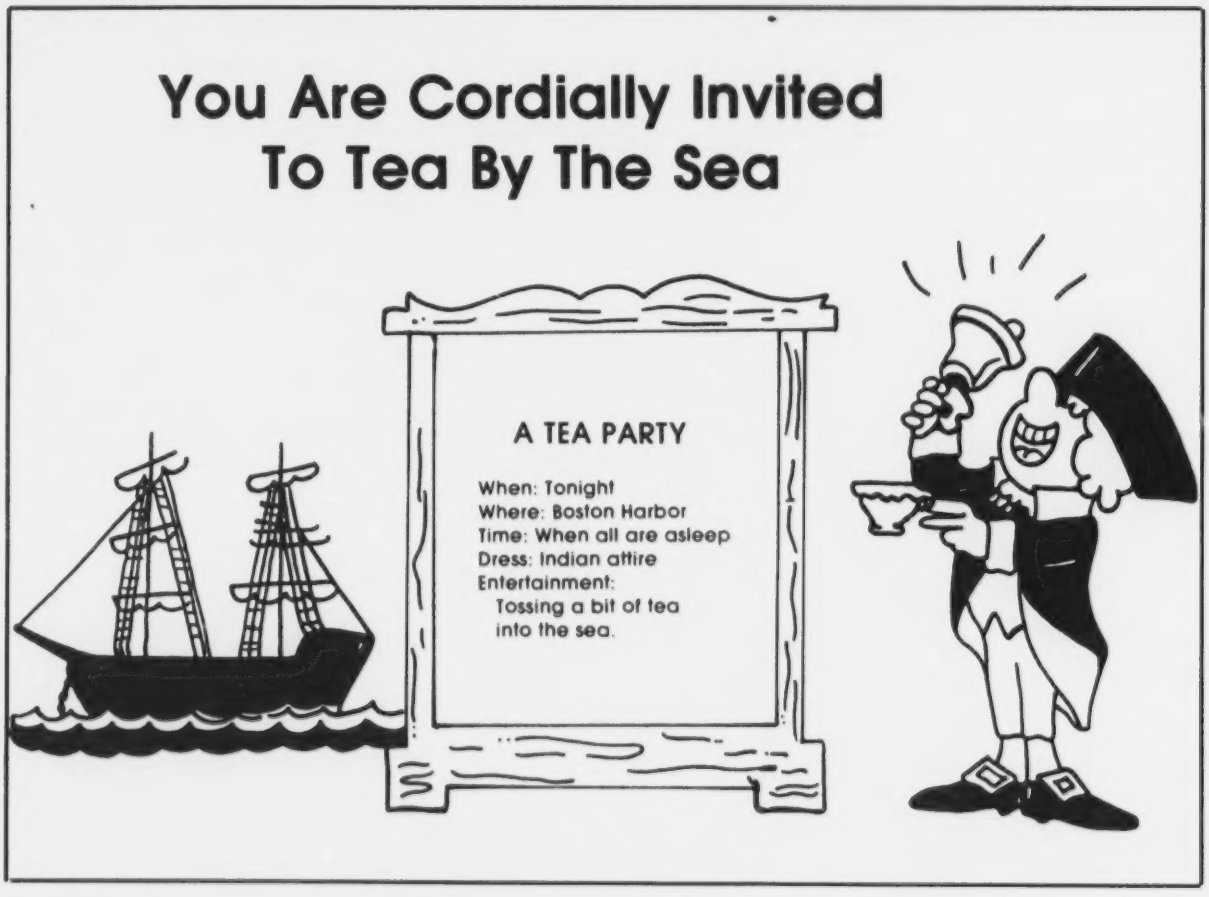
Around These United States

Skill #920
Reading—Locational Skills

Objective:
The student will utilize resource materials appropriately.

Directions:
This bulletin board encourages students to learn more about a variety of states. Assign each student a state to research. For each student, duplicate a map of the state that is assigned to him. Have each student find out about the state's climate, industries, places of special interest, etc. Also ecnourage your students to write to Chambers of Commerce, tourist organizations, etc., to request information on their assigned states.

Suggestions:
1. Have each student give a written or oral report on his findings.
2. Have each student "adopt" his state for the school year. When he finds or hears news stories on his state, have him report them to the entire class.
3. Have each student write a letter to a friend and convince him why he should visit that state. Add the letters to the bulletin board.



You Are Cordially Invited To Tea By The Sea

Skill #800

Reading—Time/Identity Signal Words

Objective:

The student will identify who, what, when, where and how.

Directions:

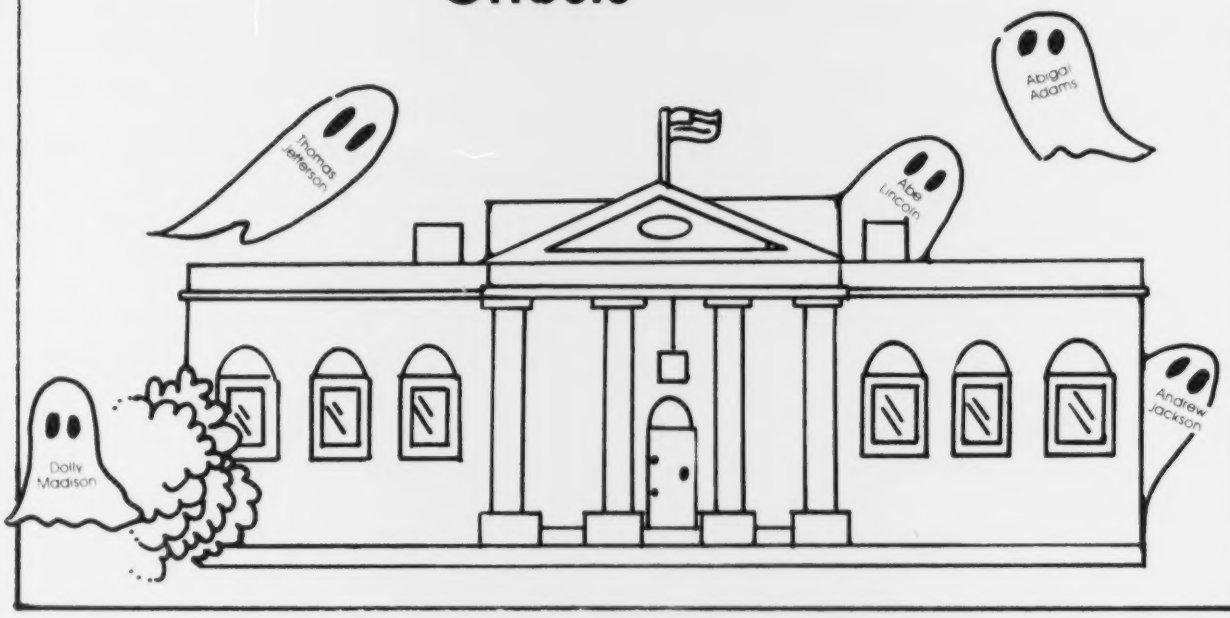
Let this bulletin board launch a study of the facts surrounding the Boston Tea Party in colonial history. Instruct the students to answer the questions: who, what, when, where and how concerning this event. Other historical events may be depicted in the same manner. Have the students construct a bulletin board using a similar format depicting an event of their choosing.

A Suggestion:

Each completed invitation can be used to create a bulletin board. The bulletin board collection could then be displayed in proper sequence.

Activity taken from **American Social Studies Characters** by Mary Lou Olson and William R. Johnson.

Famous White House Ghosts



Famous White House Ghosts

Skill #400

Oral Language—Story Telling

Objective:

The student will relate an original story or incident for the purpose of entertaining.

Directions:

Read aloud the story about White House Ghosts. Then select one student to begin an original ghost story centered around the information in the article. Allow each student an opportunity to add two minutes of storytelling and the last person must give the story an appropriate ending.

*WHITE HOUSE GHOSTS

In nearly every town in America there are at least a few houses which claim the reputation of being haunted, but the most well-known haunted house of all is the white House in Washington, D. C. According to "official government records" the ghosts of at least eight well-known people have been seen in various rooms of the White House, and there are many reports of mysterious and unaccountable rapping noises, creaks, and groans.

The oldest White House ghost is Abigail Adams, wife of the second president, John Adams, who is occasionally seen floating in and out of the East Room where she used to hang laundry to dry. And Dolley Madison's ghost is supposed to return each year to look at the roses she planted in the garden. Both Andrew Jackson and Thomas Jefferson occasionally haunt the White House and sometimes Jefferson has been heard playing his violin.

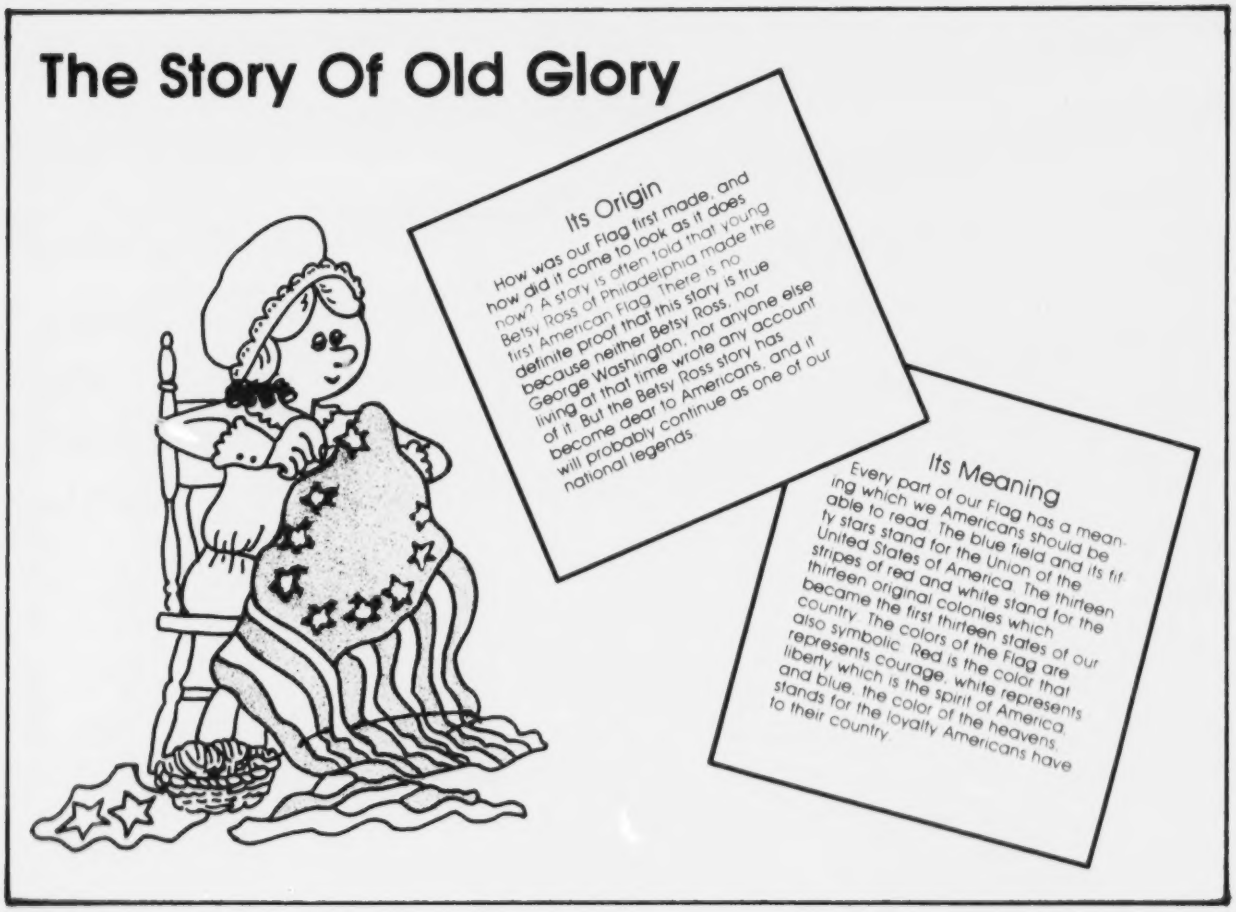
But the most famous White House ghost is Abraham Lincoln. He has frequently been seen standing in his room, gazing out the window. Even Eleanor Roosevelt claimed to have once met Lincoln's ghost. And there is a legend that you can hear Abraham Lincoln's ghost pacing the floor the night before some terrible calamity occurs.

However not all White House ghosts are presidents or their wives. The original owner of the land the White House is built on is sometimes heard (but never seen) announcing himself to guests, and there is a ghostly janitor who is seen wandering through the halls of the mansion dusting the woodwork.

A Suggestion:

You might want to tape the story. Sometimes a scary homemade story can be very funny when you hear it a second time.

*"White House Ghosts" taken from Steven Caney's **Kids' America.**


The Story Of Old Glory
Its Origin
How was our Flag first made, and how did it come to look as it does now? A story is often told that young Betsy Ross of Philadelphia made the first American Flag. There is no definite proof that this story is true because neither Betsy Ross, nor George Washington, nor anyone else living at that time wrote any account of it. But the Betsy Ross story has become dear to Americans, and it will probably continue as one of our national legends.
Its Meaning
Every part of our Flag has a meaning which we Americans should be able to read. The blue field and its fifty stars stand for the Union of the United States of America. The thirteen stripes of red and white stand for the thirteen original colonies which became the first thirteen states of our country. The colors of the Flag are also symbolic. Red is the color that represents courage, white represents liberty which is the spirit of America, and blue, the color of the heavens, stands for the loyalty Americans have to their country.

The Story Of Old Glory

Skill #100
Oral Language—Relevant Details

Objective:
The student will listen to and relate details which support and develop the main idea.

Directions:
Read aloud to the students each of the paragraphs above. Have the students determine the main idea of each paragraph and then have them point out relevant details that support the main ideas.

A Suggestion:
For a three-dimensional effect, make Betsy Ross's hat from muslin and stuff it with batting.

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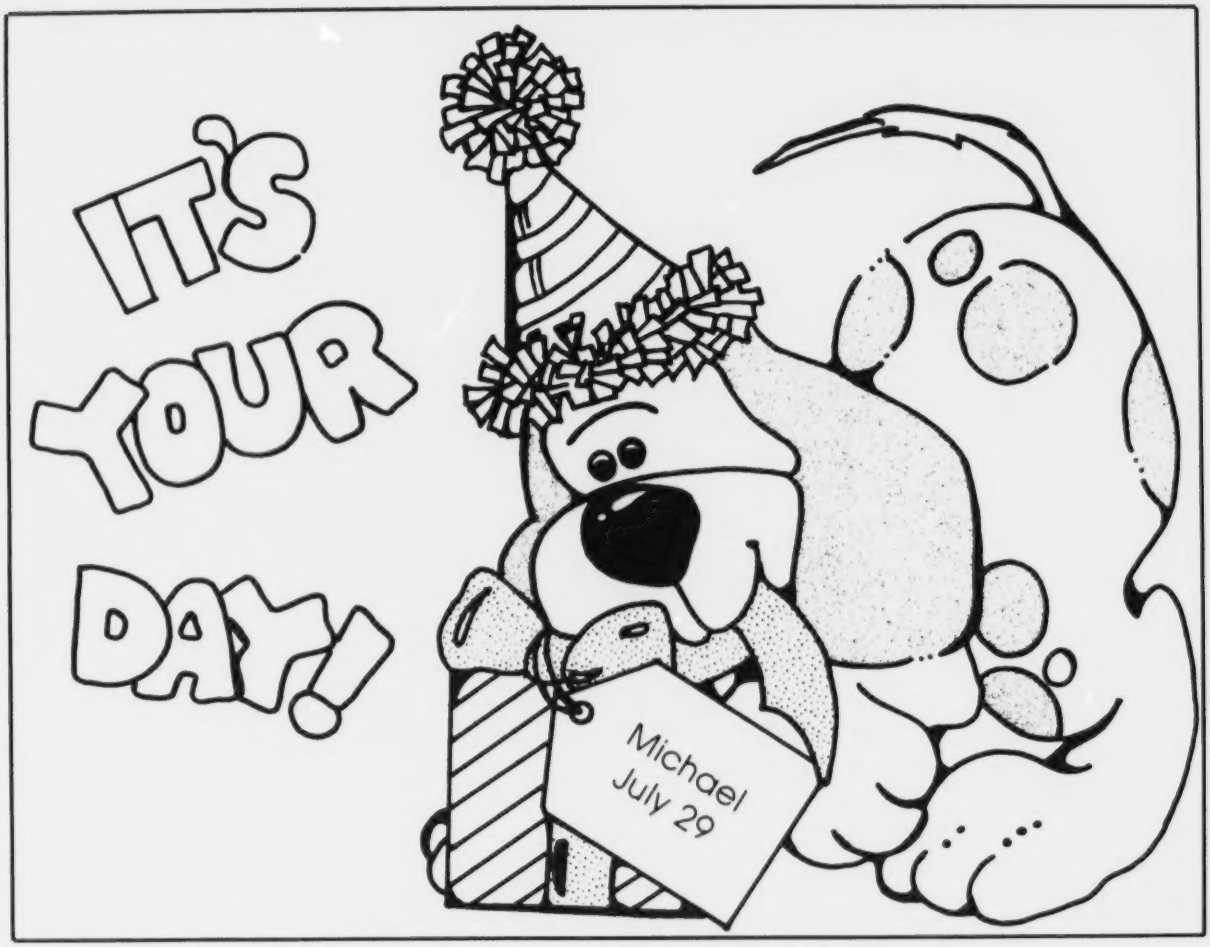


It's Your Day

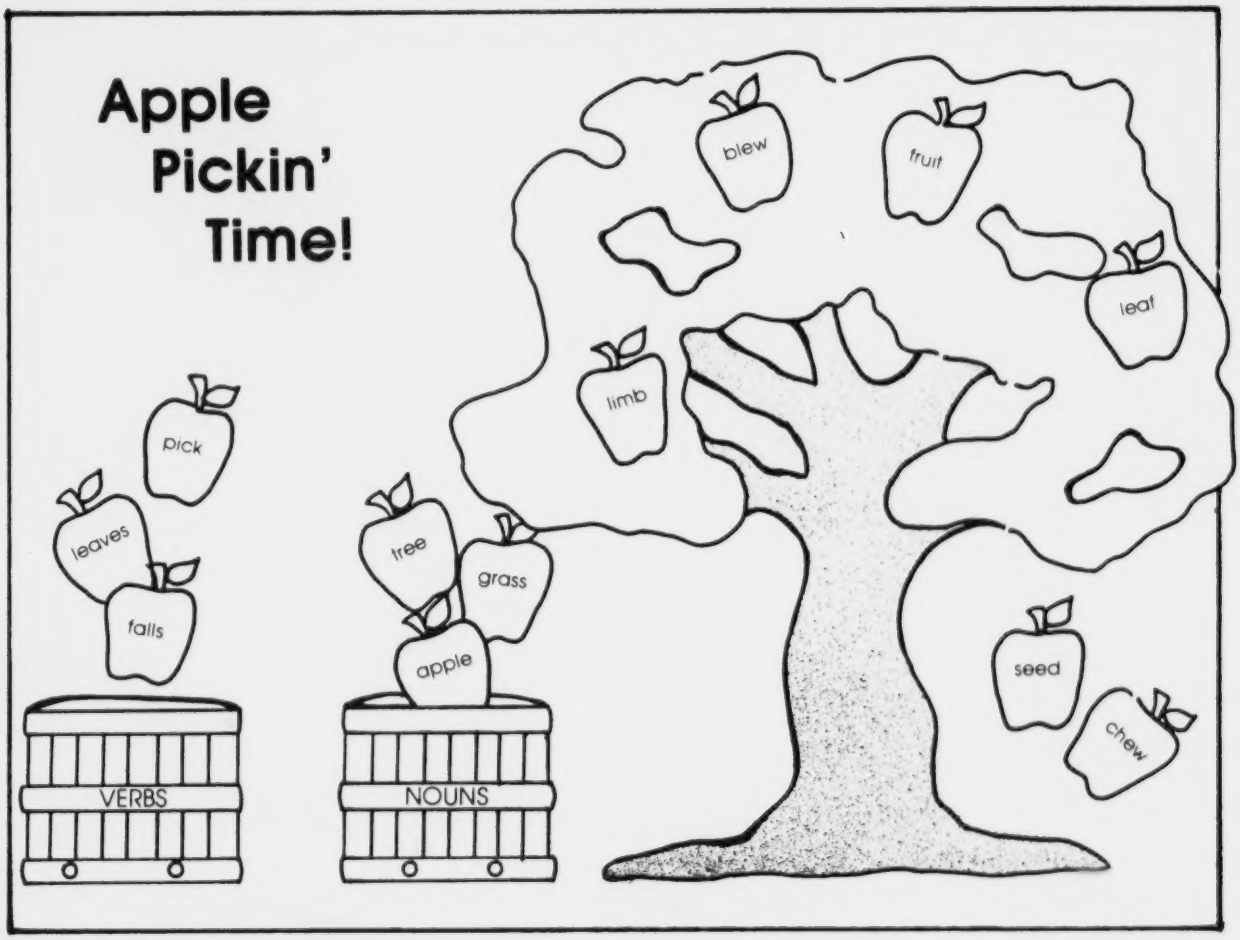
Skill #280
Oral Language—Describing

Objective:
The student will describe an action or event.

Directions:
On each student's special day, print his name and birthdate on the gift tag. On the day after the birthday, have the student describe the "big event" to the class.

A Suggestion:
Encourage each student to keep a birthday journal in which he makes notes about his birthday each year.

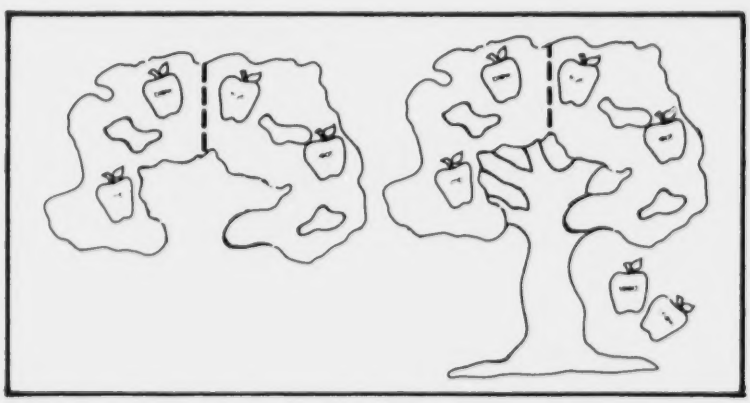
Hint:
For a three-dimensional effect, use real tissue paper on the hat.



Apple Pickin' Time!

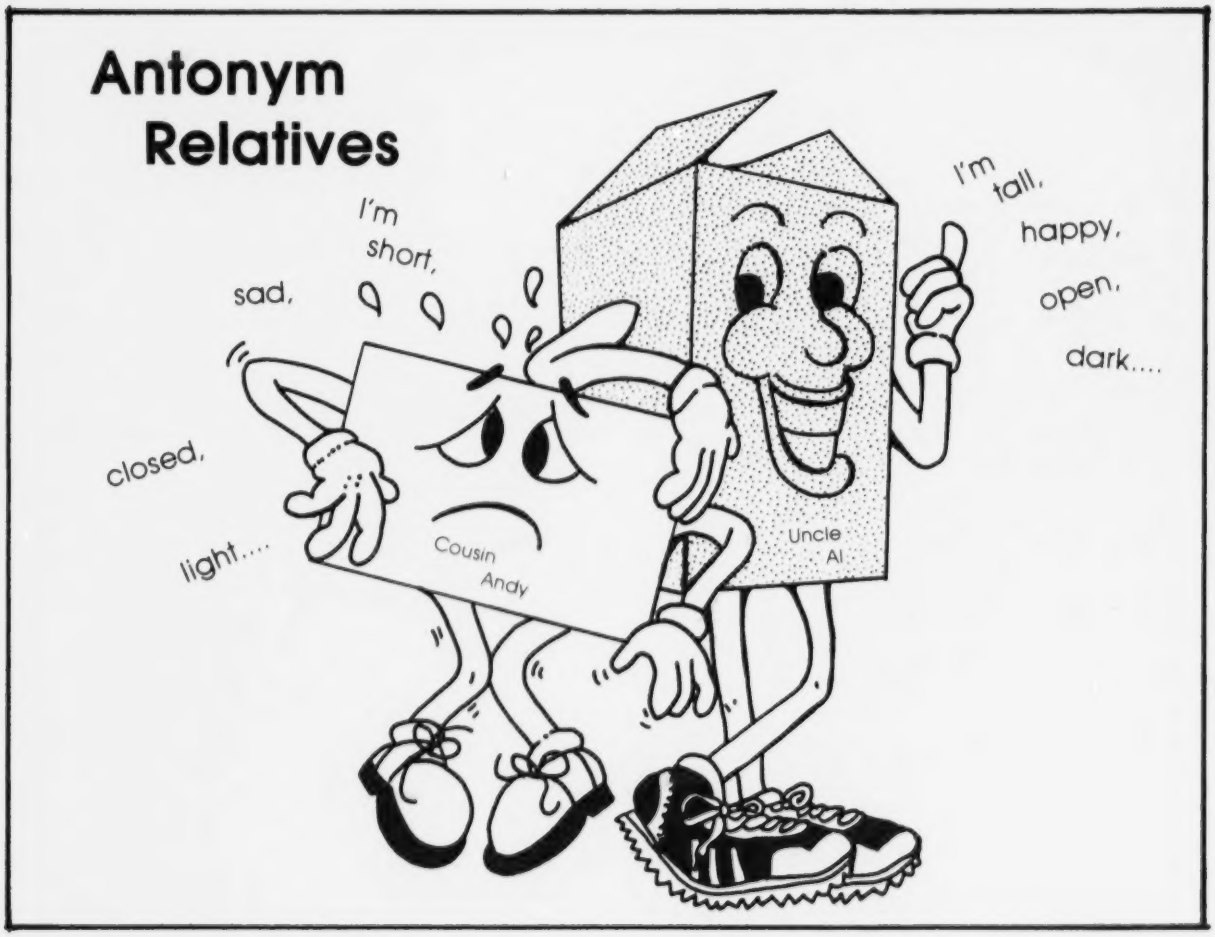
Skills #440, 480

Oral Language–
Nouns, Verbs



Objective:
The student will recognize and use nouns and verbs.

Directions:
Have the student pick an apple from the tree and use the word written on it in a sentence. Then have him determine whether he used the word as a verb or a noun and place the apple in the appropriate basket.



Antonym Relatives

Skill #620
Oral Language—Antonyms

Objective:
The student will identify antonyms.

Directions:
Have each student bring two objects to class that can be easily compared using antonyms. Hold a contest to see who can name the most pairs of antonyms to correctly compare his objects.

Today's Menu:

Southern Fried Chicken, Mashed Potatoes/Gravy, English Peas, Hot Roll, Cherry Shortcake, and Milk.

Today's Menu

Skill #580
Oral Language—Categories

Objective:
The student will classify words by groups.

Directions:
Post the school menu daily on this bulletin board. Have one student categorize the day's menu into the four basic food groups: breads, meats, vegetables and dairy products.

Variation:
Have the student make up menus for a week of lunches. Remind him to incorporate all four food groups.

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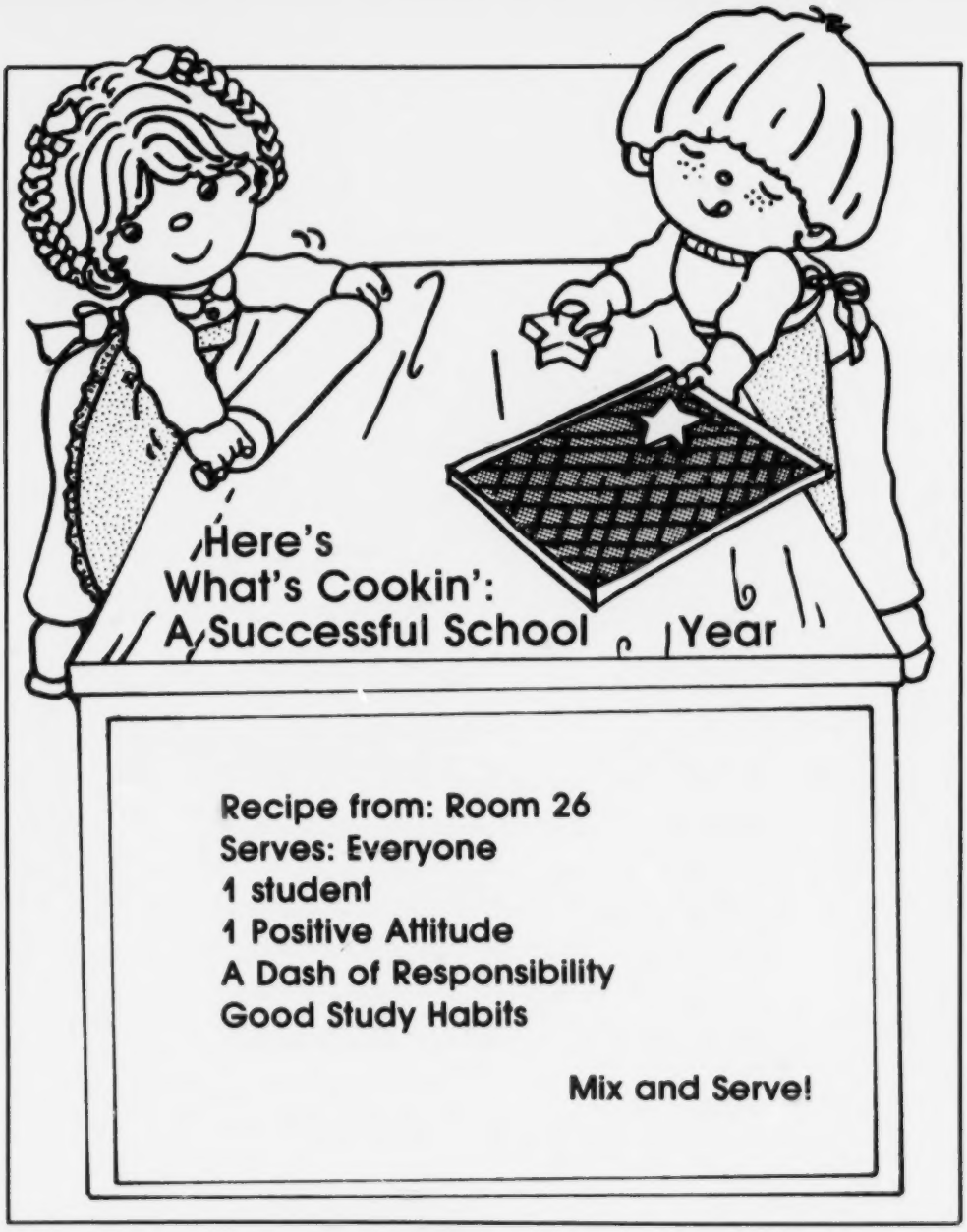


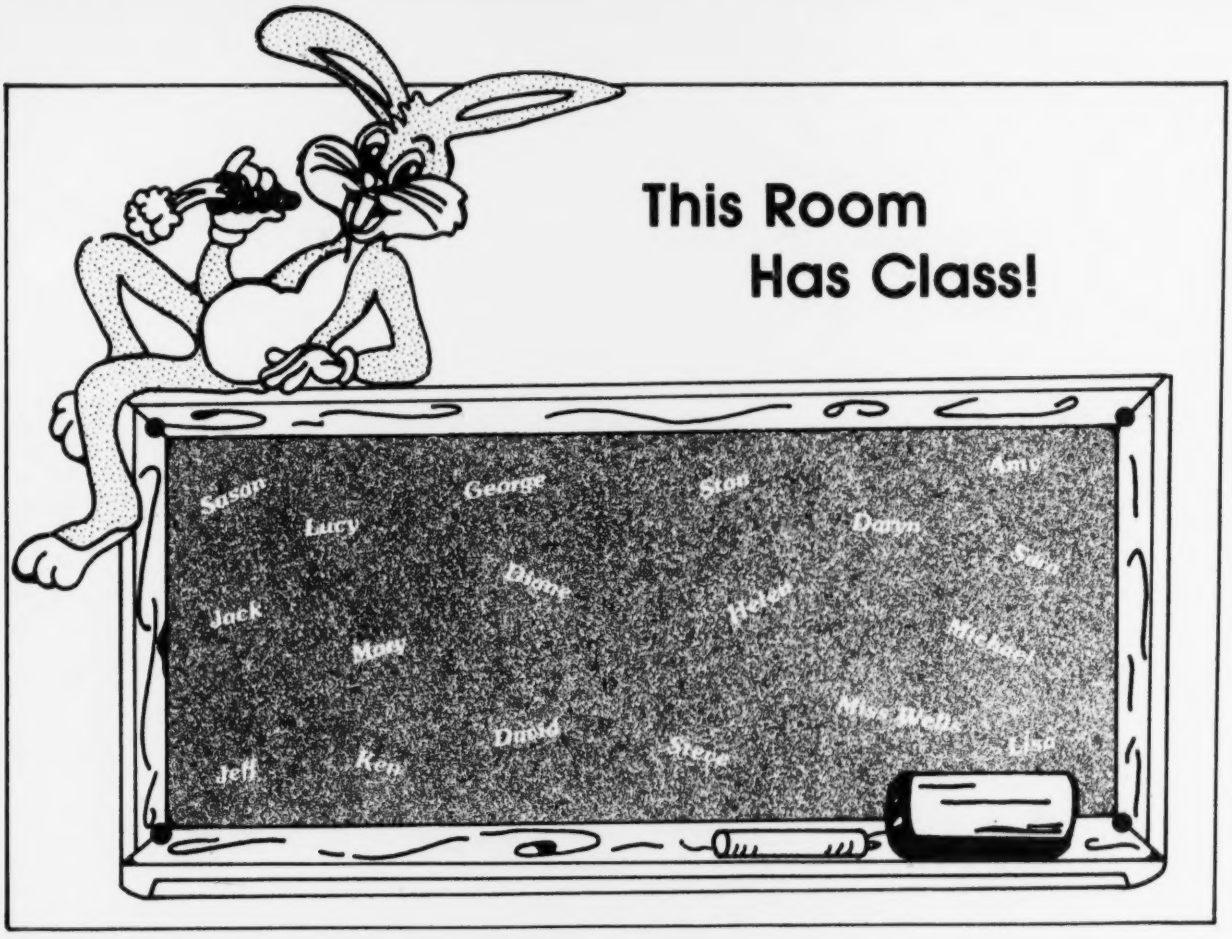
Here's What's Cookin': A Successful School Year

Skill #300
Oral Language—Discussing

Objective:
The student will demonstrate the exchange of information and opinions through verbal interaction.

Directions:
This bulletin board is good to use at the beginning of the school year to motivate students to begin with good attitudes and habits. Encourage a discussion of the ingredients and the desired results of the "recipe" as shown.

Artwork taken from Hallmark Calendar



This Room Has Class

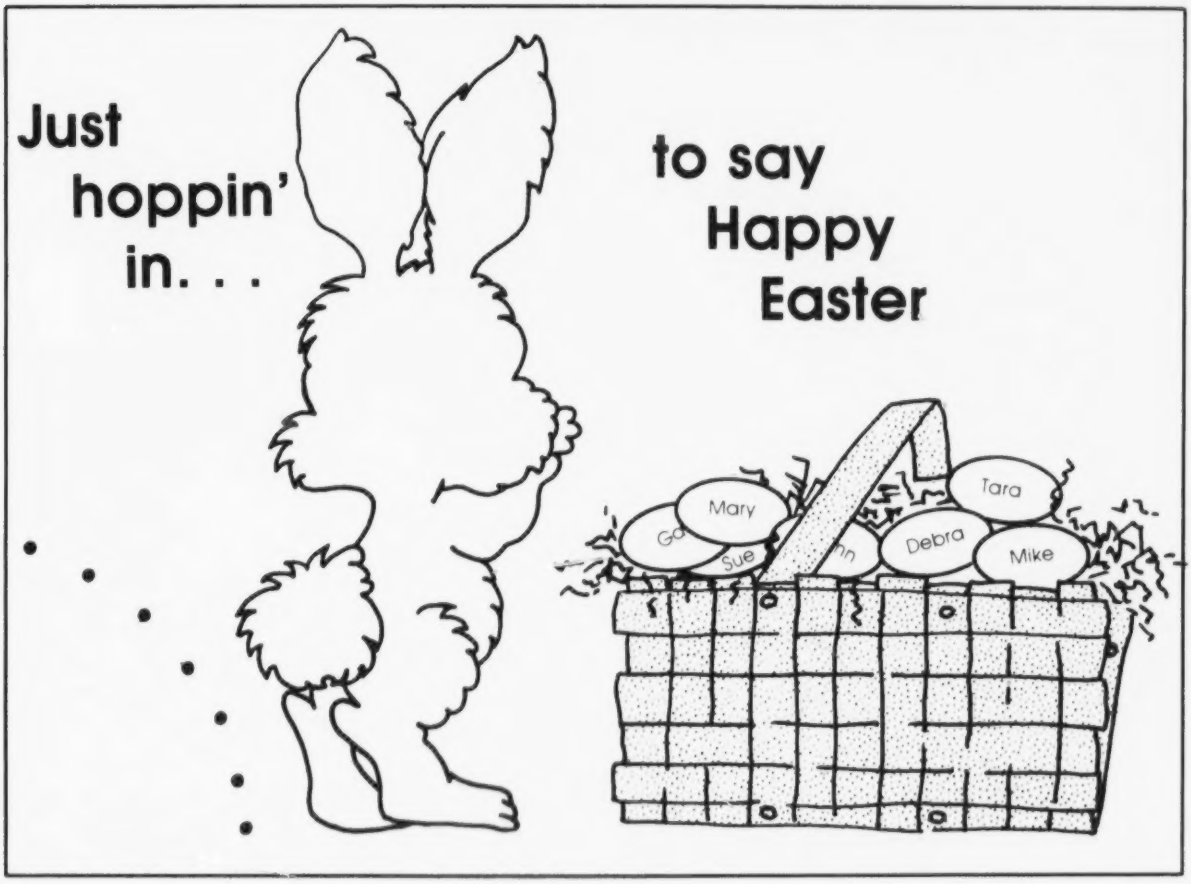
Skill #280
Oral Language–Describing

Objective:
The student will list characteristics of a person.

Directions:
Use this bulletin board in September to welcome students to your class. At the beginning of the month, assign each student a name, from the chalkboard. At the end of the month, have each student describe his name (person) verbally. Each description must include five positive characteristics.

Variation:
Let your students add their birthdays by their names on the bulletin board, and recognize each student on his birthday with a card or a song.

A Suggestion:
Use dark contact paper for the chalkboard on the bulletin board. Then, words can be written with chalk and erased with a cloth just like a "real" chalkboard.



Just Hoppin' In. . .
To Say Happy Easter

Skill #320
Oral Language—Reporting

Objective:
The student will give a narrative account.

Directions:
Construct this bulletin board using Easter grass in the basket and prepare paper egg shapes in Easter colors. Have the students look up Easter facts of interest, such as, Easter customs in other lands or the meaning of our Easter symbols. As each student gives a short oral report on his findings, he may write his name on an "Easter egg" and add it to the basket.

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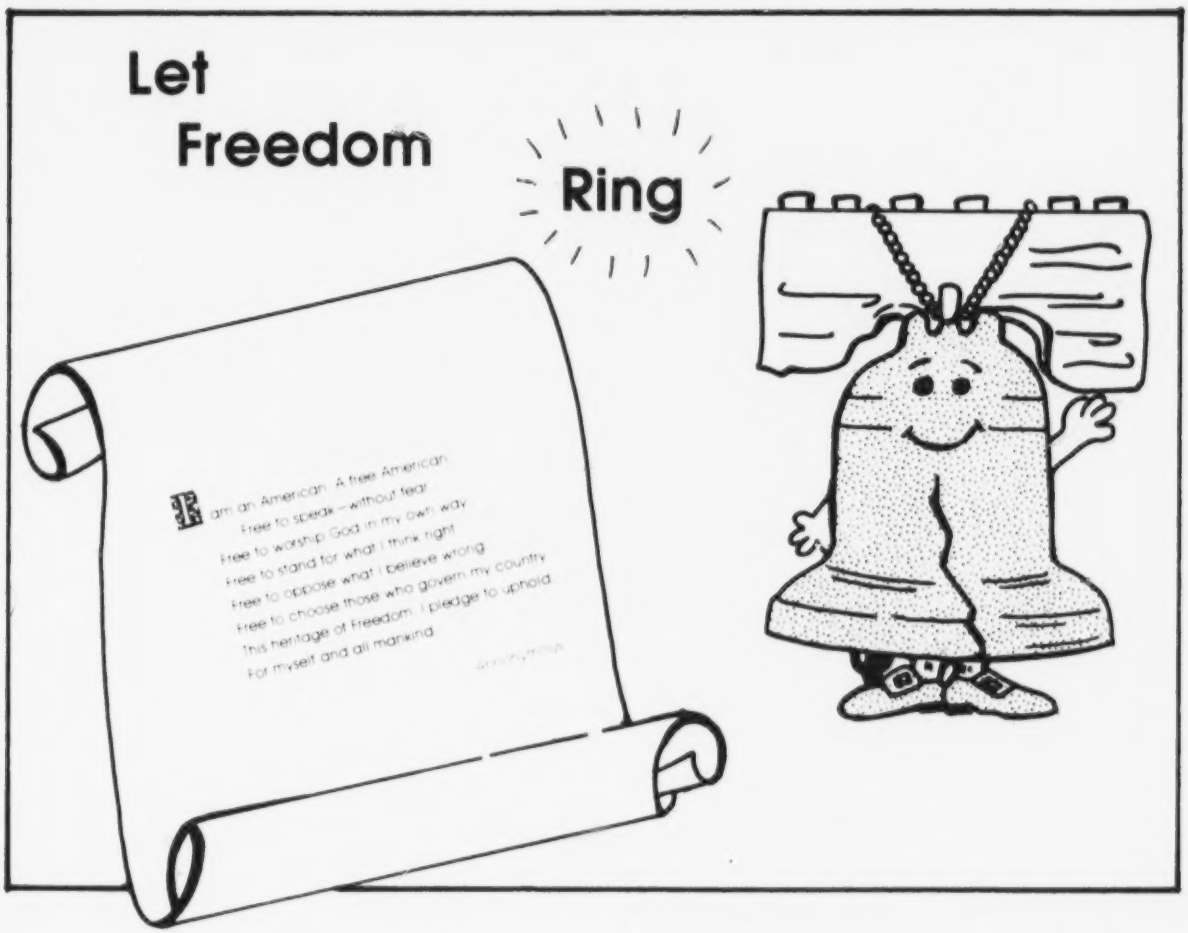

Let
Freedom
Ring
I am an American. A free American.
Free to speak—without fear.
Free to worship God in my own way.
Free to stand for what I think right.
Free to oppose what I believe wrong.
Free to choose those who govern my country.
This heritage of Freedom, I pledge to uphold
For myself and all mankind.

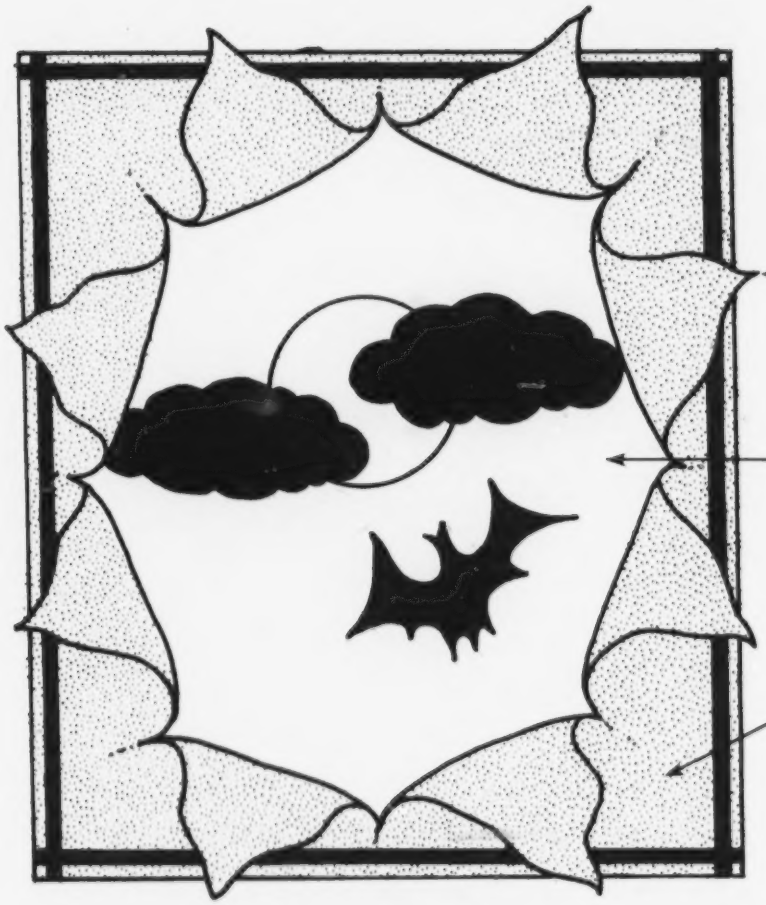
Let Freedom "Ring"

Skill #300
Oral Language—Discussing

Objective:
The students will talk and interact about a topic.

Directions:
This bulletin board can be incorporated into a study of what it means to be an American. Have the students read "The Freedom Pledge" and discuss what it means to them. Let them sign "the document" to officially endorse it.

A Suggestion:
For a three-dimensional effect, use brown kraft paper for "The Freedom Pledge."


Hold the ends with double-stick tape or striaght pins.
Grey paper was used for the background.
Cut the lines with an exacto knife to several inches inside the border.

Bewitching Stories Tearback Bulletin Board

Skill #400

Oral Language—Storytelling

Objective:

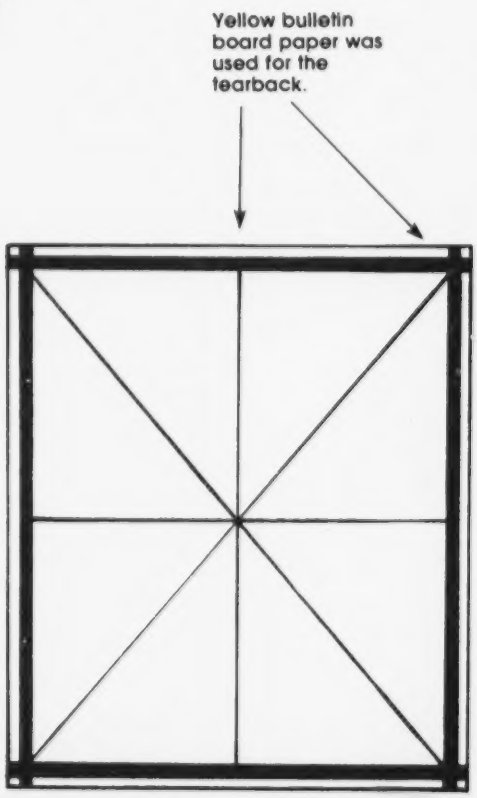
The student will relate an original story for the purpose of entertaining.

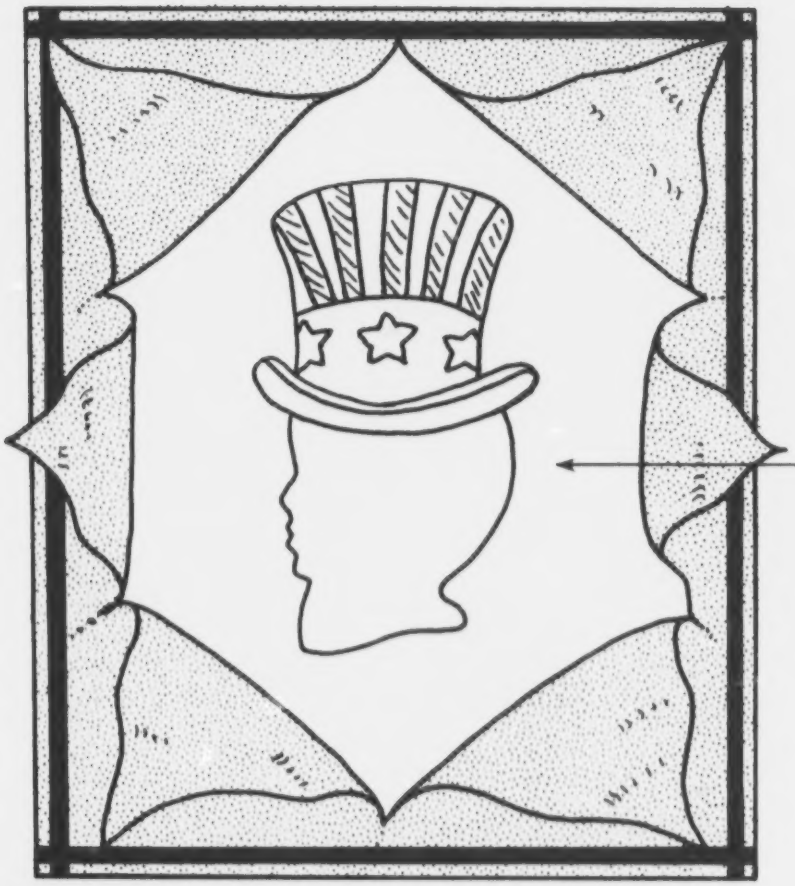
Directions:

Let this Halloween bulletin board motivate students in creative storytelling. Have each student tell a bewitching story about the bulletin board shown above.

Construction:

To construct the tearback bulletin board shown above, simply cut a piece of colored butcher paper the size of your bulletin board. Slit the paper as shown on the right and place it over the bulletin board. Fasten the butcher paper to the bulletin board with either tape, pins, or staples. Fold the ends back and fasten them with double-stick tape or stright pins.





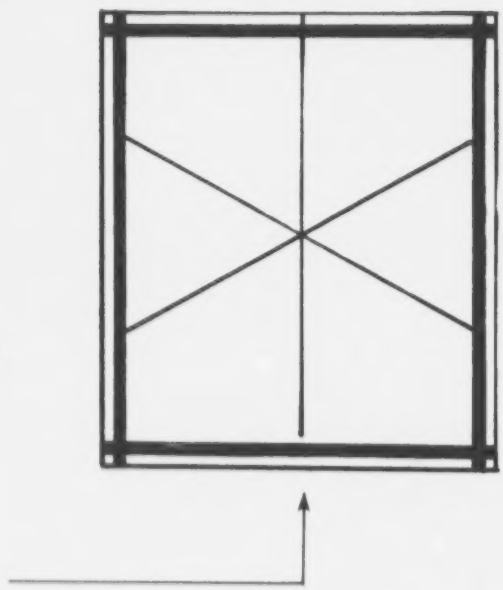
Citizen of the Week Tearback Bulletin Board

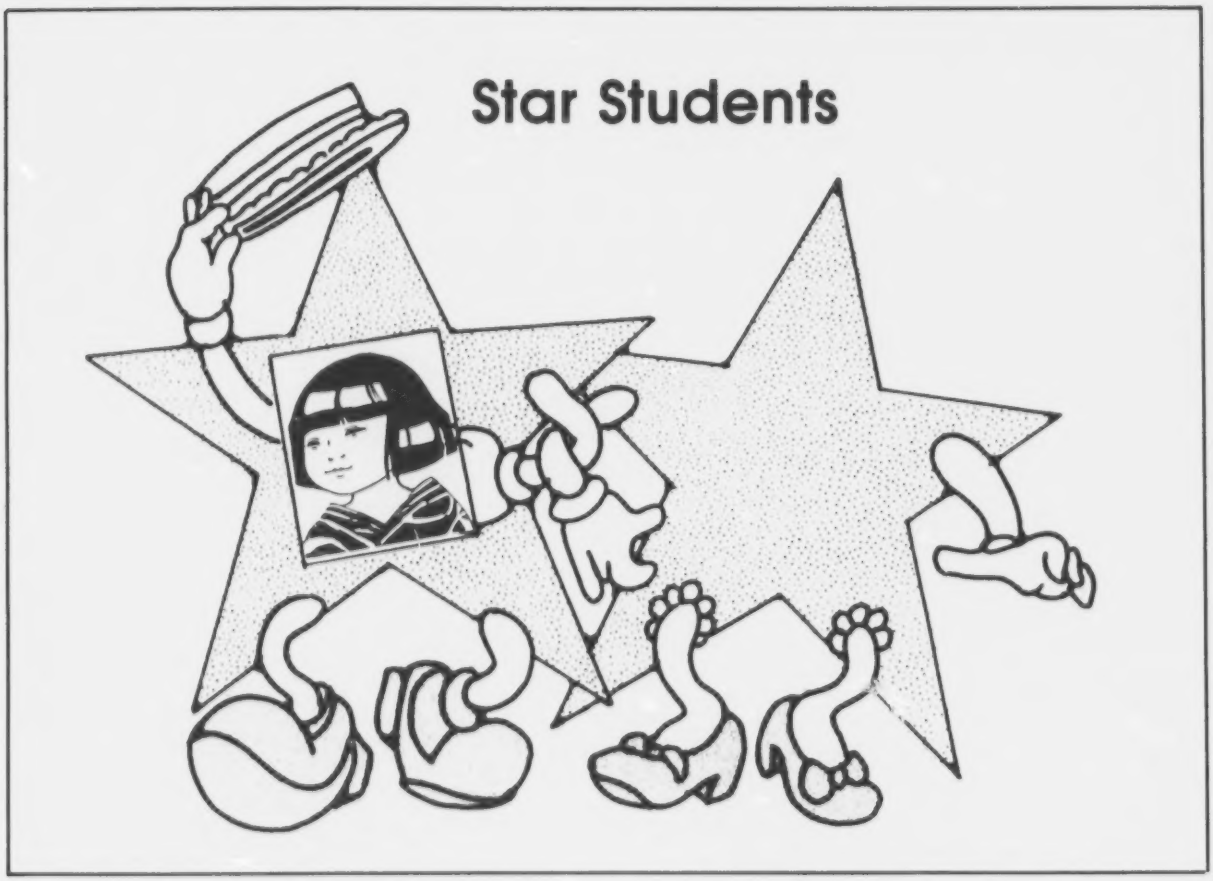
Skill #320
Oral Language–Reporting

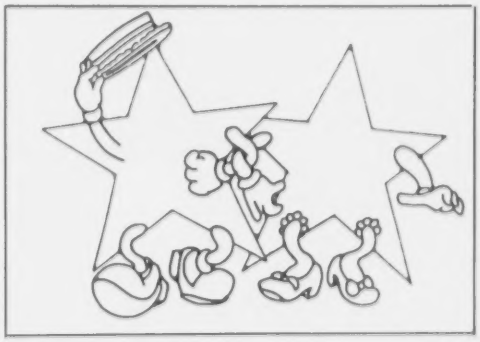
Objective:
The student will give a narrative account.

Directions:
Feature a different child each week as the "Citizen of the Week." Choose another student to be class reporter who will write a brief report on the student who is "Citizen of the Week." This report should include special talents, interests and appropriate pictures. Have the "reporter" give a narrative account of the report to the class.

A Suggestion:
Newspaper makes an excellant material for your tearback.





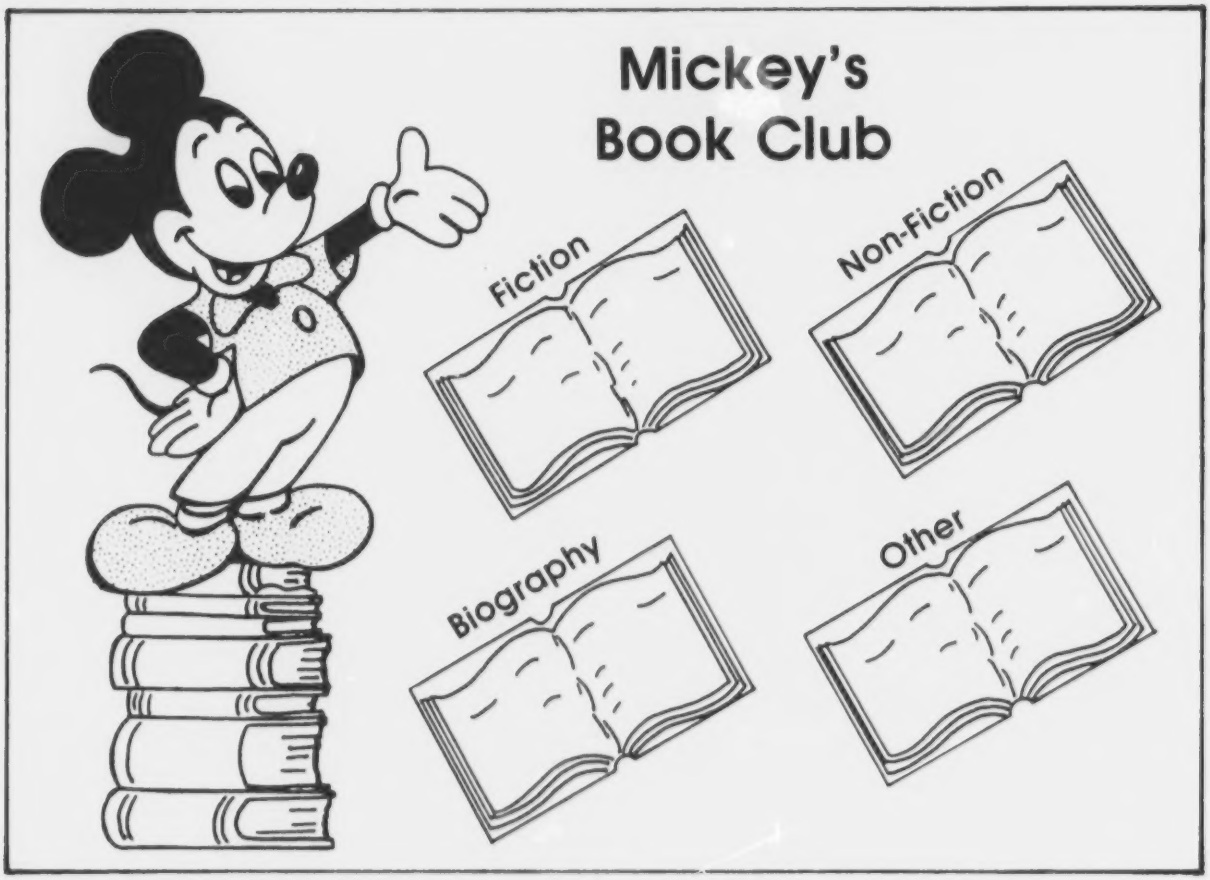


Star Students

Skill #280
Oral Language—Describing

Objective:
The student will describe characteristics of a person.

Directions:
Place a school picture or snapshot of each student in two containers, one for boys and one for girls. Each week put two photographs on the bulletin board as shown above. During the week, each student must tell at least one positive characteristic of each "star student" and write it on paper cut in the shape of a star provided for this purpose. At the end of the week, assemble the pages to make a star shape book for each star student to keep. Attach the student's photograph to the front.



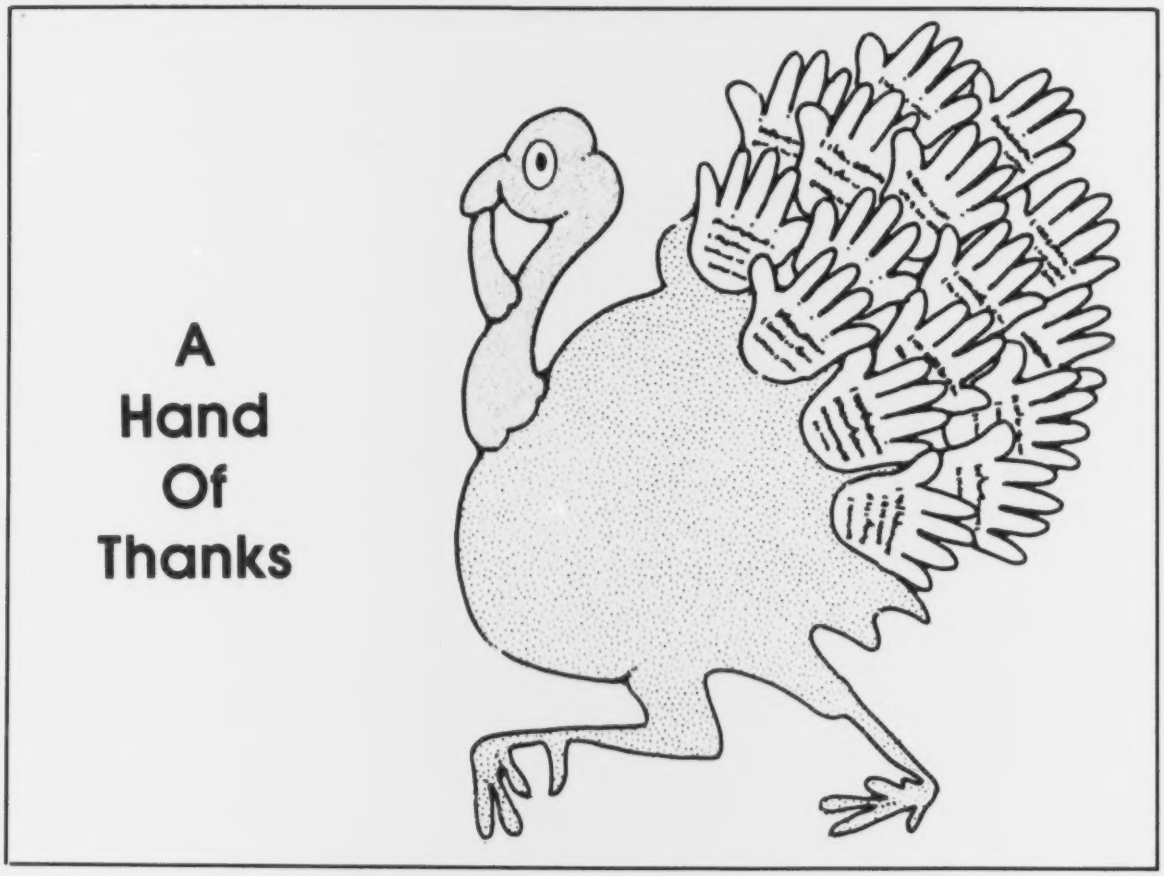
Mickey's Book Club

Skills #320, 580
Oral Language—Reporting and Classification

Objective:
The student will classify a book according to its topic and give an oral report.

Directions:
When a student has read a book for a report, have him write the title, the author and his own name on the bulletin board under the category of the book. Then have him give a short oral report.

Suggestion:
Have each student design a book jacket for the book of his choice and display a few at a time on the bulletin board.



A Hand of Thanks

Skill #380

Oral Language—Self-Expression

Objective:

The student will express emotions.

Directions:

Have each student trace his hand on orange, yellow or red construction paper and cut out the shape. He may cut more than one hand shape if he wishes, but, on each one, he must write his name and one thing he is thankful for. Then attach the paper hands to a large Thanksgiving turkey made from brown kraft paper. When the turkey bulletin board is in place, have each child tell why he is thankful for each thing he wrote on his paper hands.

A Variation:

Have students think of things they are thankful for that begin with each letter in the word, "Thanksgiving."

OOOOOOoooo

Skill #280

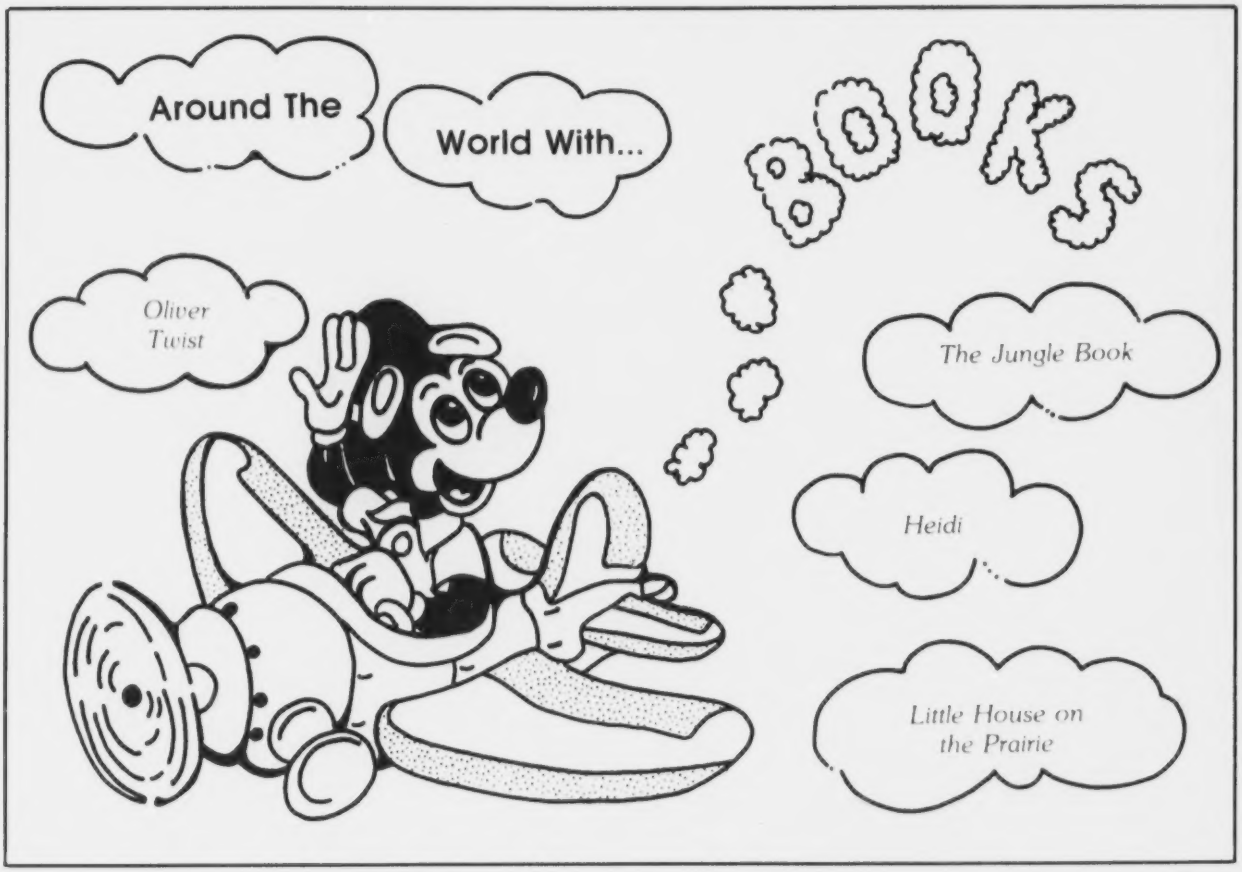
Oral Language—Describing

Objective:
The student will describe a person.

Directions:
Each student must choose one "trick or treater" from the Halloween bulletin board to describe orally in as eerie a way as he can. After comparing the descriptions of the characters, have each student "vote" for his favorite one by putting a "treat" in that character's bag.

A Suggestion:
Use real kraft bags for the "trick or treat" bags.

BEST COPY AVAILABLE



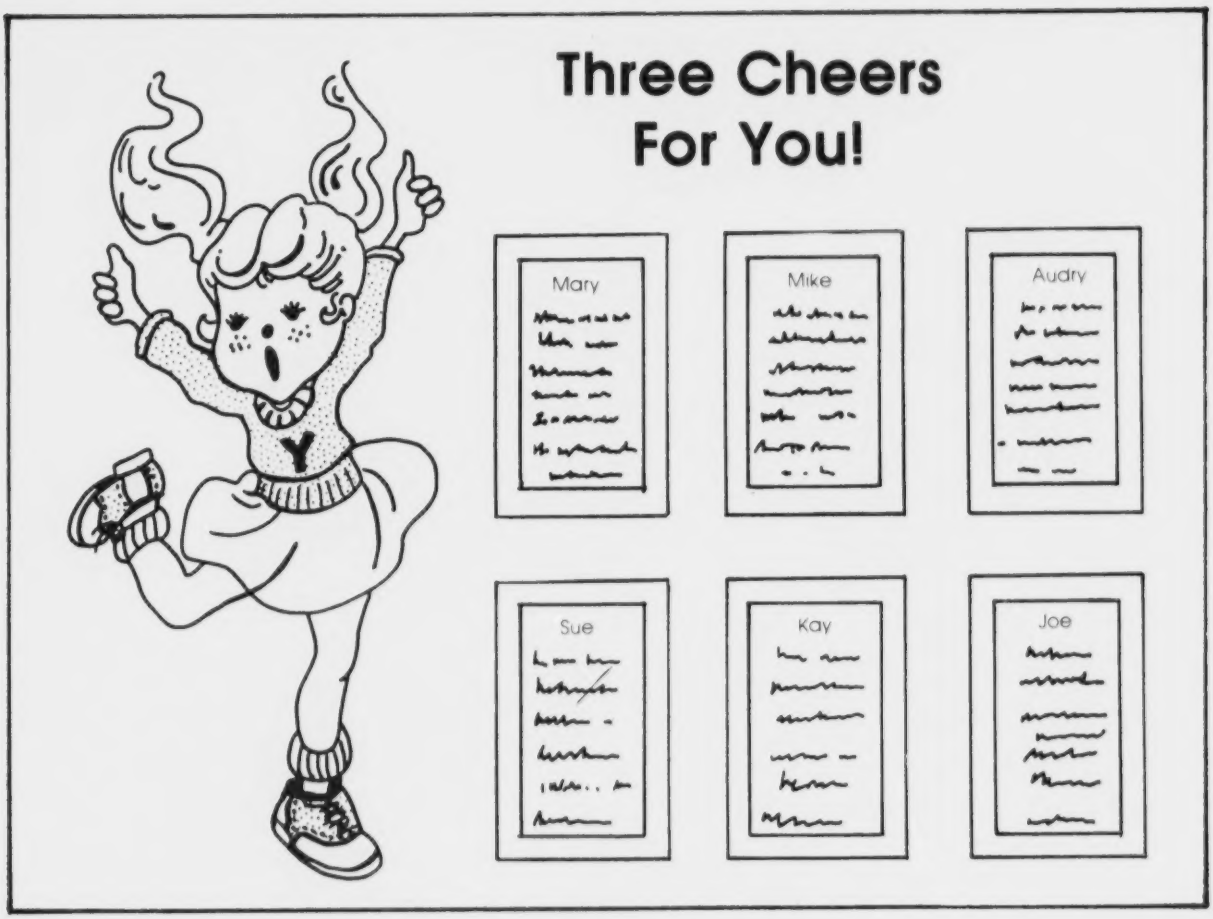
Around The World With Books

Skill #320
Oral Language—Reporting

Objective:
The student will give a narrative account of a book.

Directions:
Have each student select a book for a report. When he has completed an oral report of the book, he may write the title on a cloud shape and he becomes a member of the "Around The World Book Club."

Suggestion:
Provide cloud or airplane-shaped bookmarks to denote membership in the book club.



Three Cheers For You

Skill #300

Oral Language—Discussing

Objective:

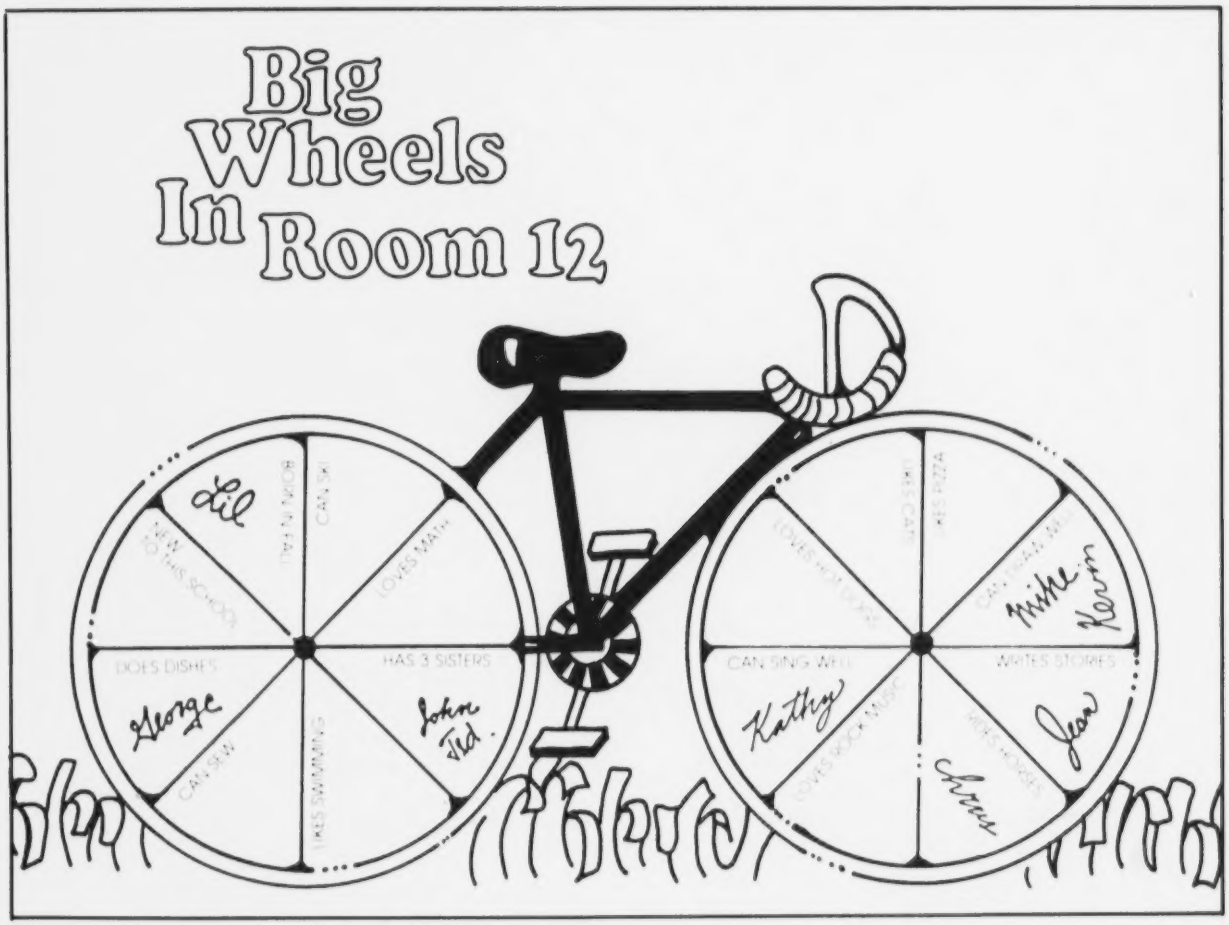
The student will convince others to agree with a position or statement.

Directions:

Have students write "want ads" for a creative writing assignment. Display the papers on the bulletin board above. Each student must tell the rest of the class about his paper in his own words. Have him convince the class to buy his product, to find his dog, or to hire him for odd jobs.

Suggestions For Want Ads:

1. You are seeking a job to clean yards.
2. You have found a lost collie puppy and are looking for the owner.
3. You want to sell your old one-speed bike.
4. You want to buy a used stereo.
5. Your family is going to have a garage sale.



Big Wheels In Room 12

Skill #380

Oral Language—Self-Expression

Objective:
The student will express emotions.

Directions:
Have each student write his name in the spoke section of any category that tells something about him. Then have each one give a spontaneous talk on why he chose each category.

62

FOR SALE!
How would you like to ride down the road in style and comfort? Trade with us and you'll be among the elite in town. We guarantee you the smoothest and safest ride on the road. Come in today where everyone is buying! You won't be sorry!
215
CHEAP

For Sale

Skill #180

Oral Language—Propaganda Techniques

Objective:
The student will identify the following propaganda influences: sterotyping, testimonial and bandwagon.

Directions:
Have the students listen to the sales pitch given above and decide what progaganda techniques are being used. Discuss sterotyping, testimonials and bandwagon.

Suggestions:
During the time in which you have the above bulletin board displayed, have the students find other advertising gimmicks and point out the techniques used. They may also design their own ads using one or more of the same techniques.

Cinderella's Friends

Cause	Effect
The mice wanted to make her a dress....	...because they loved her.
Cinderella was crying....	...because she didn't have a dress for the ball.
The Fairy Godmother touched the pumpkin with her wand...	...and the pumpkin turned into a coach.

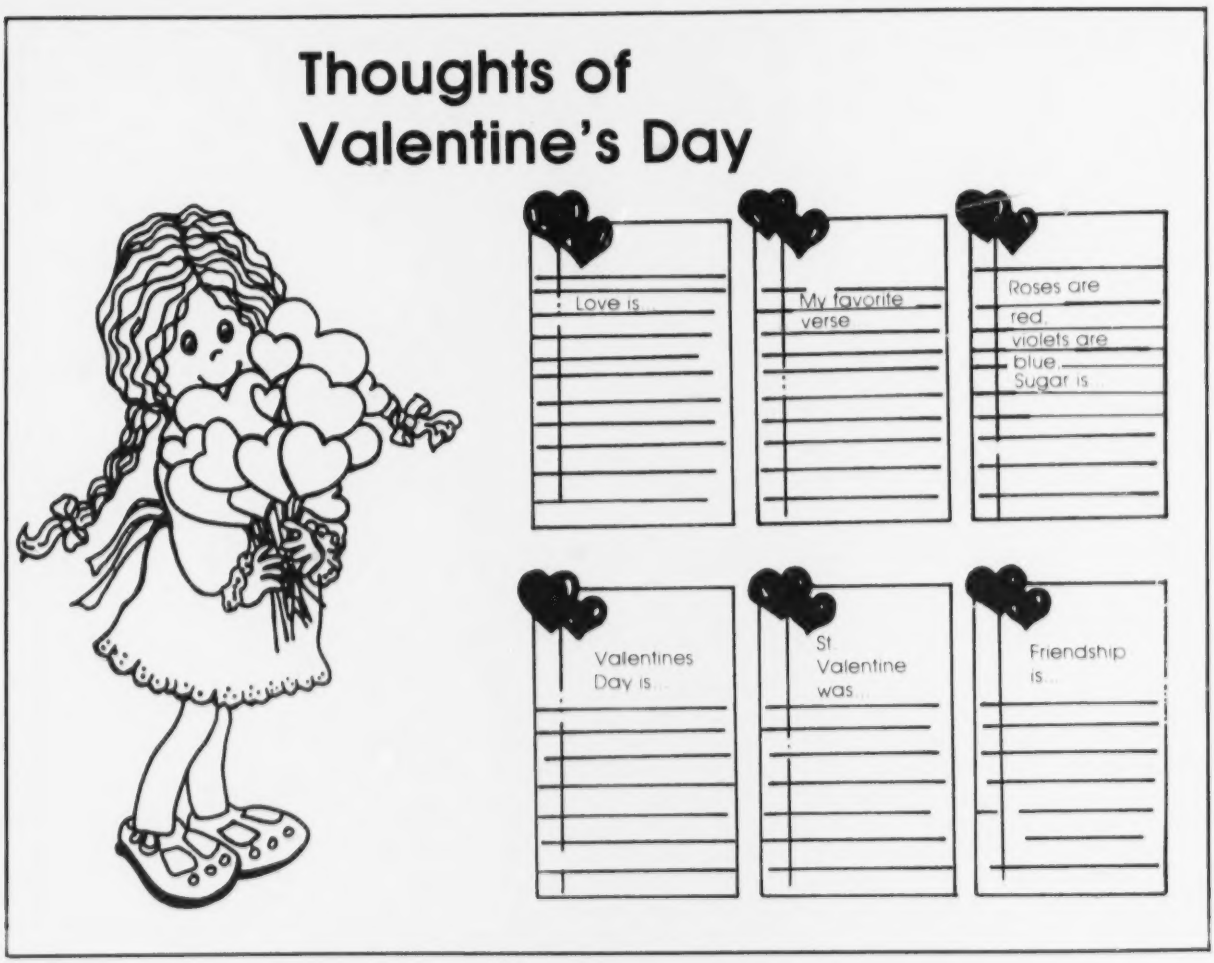
Cinderella's Friends

Skill #120
Oral Language—Cause/Effect

Objective:
The student will identify cuase and effect.

Directions:
Read the fairy tale "Cinderella" to the students. Use the example strips. Read each one and have a student tell whether it is a cause (why something happened) or an effect (what happened). When his response is correct, have him place it in the correct column on the bulletin board.

A Suggestion:
When cause and effect is well understood, let one student give a cause from the story and choose another student to respond with the effect; then it is that student's turn to state a cause.



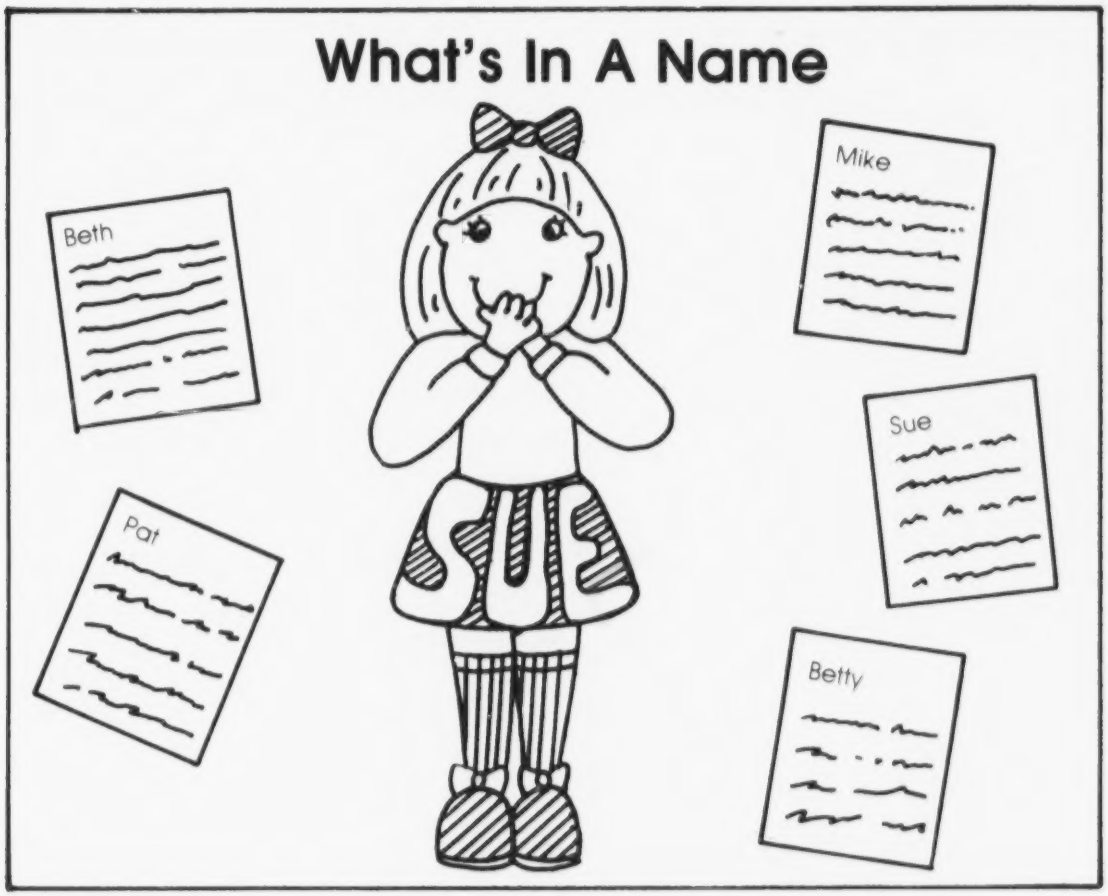
Thoughts Of Valentine's Day

Skill #380

Oral Language—Self-Expression

Objective:
The student will express emotions.

Directions:
Use the bulletin board shown above to motivate students to give spontaneous thoughts about Valentine's Day. Afterwards, have the students write appropriate phrases on the sheets shown.



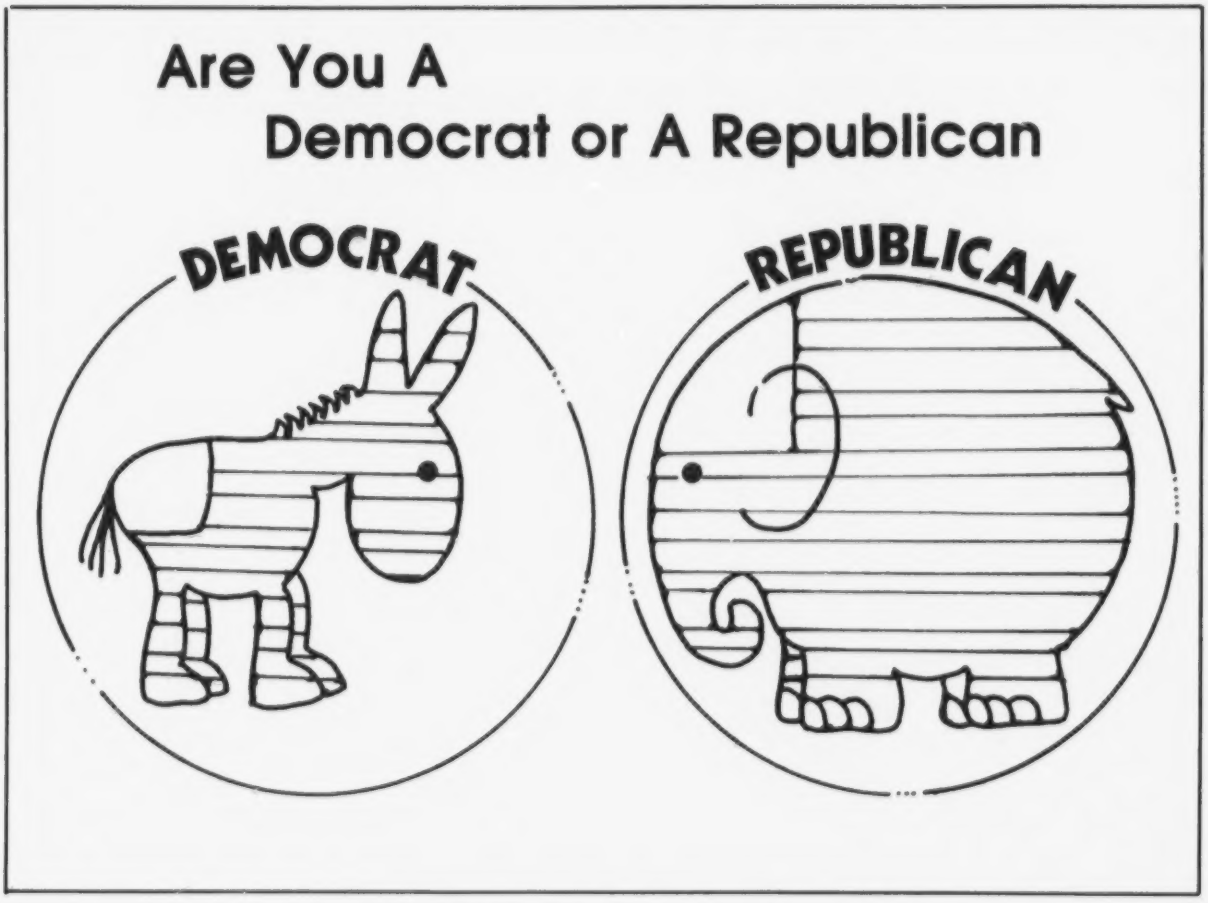
What's In A Name

Skills #300, 320
Oral Language—Discussing, Reporting

Objective:
The student will elicit information and give a narrative account.

Directions:
Have each student find out from his parents how his name was chosen, and also have him find the meaning of his name in a name dictionary. Then have each student give an oral report of his findings and display a written version on the bulletin board.

Suggestions:
Have the students play "Name Game," by having each student try to make as many words as possible using the letters of each classmate's name. No letter can be repeated unless it appears twice. For example; Carey: ear, car, race, care.



Are You A Democrat Or A Republican

Skill #140

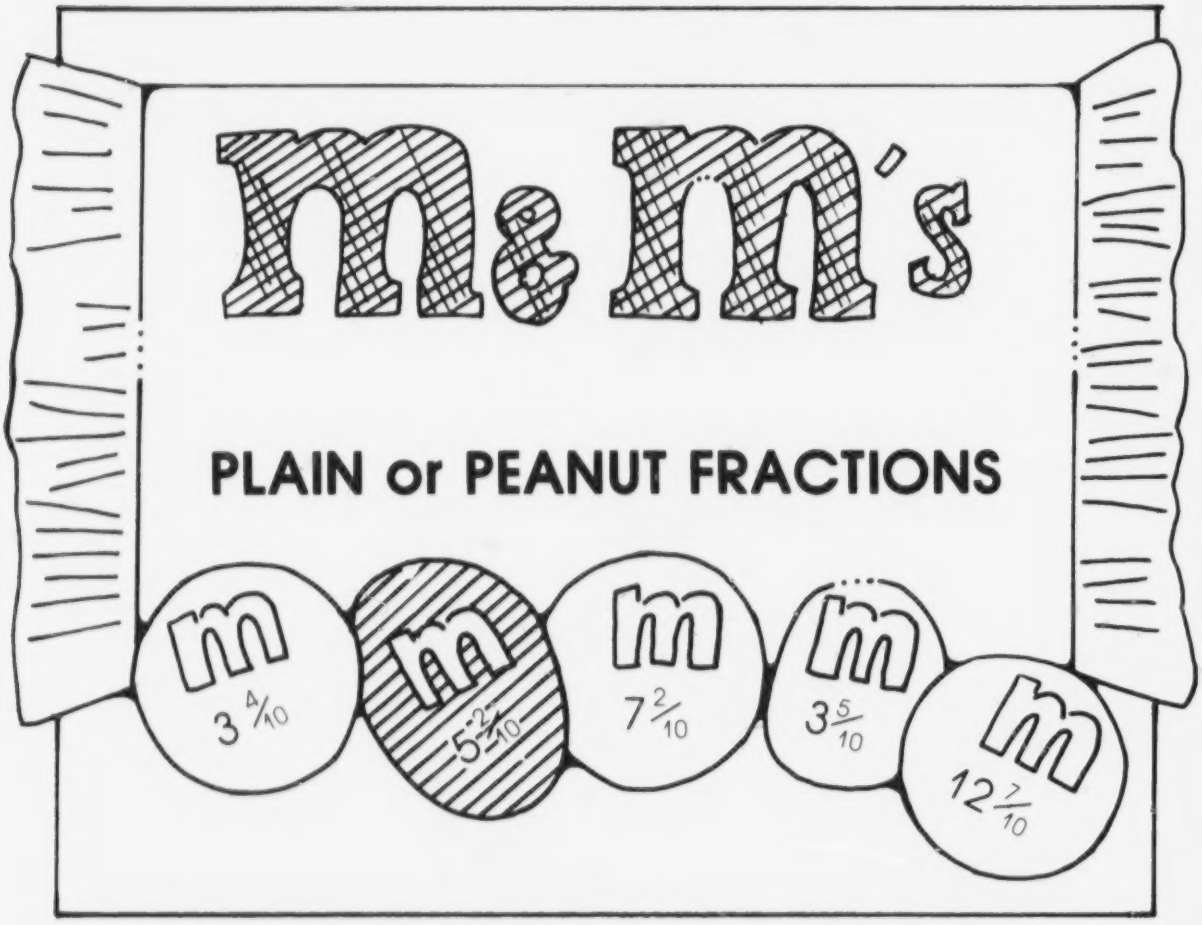
Oral Language—Comparison/Contrast

Objective:

The student will identify similarities and differences in the two political parties.

Directions:

Have the students research the two political parties. Open a discussion of some of the obvious differences and similarities of the two parties and have each student decide which one he can most closely identify with.



M & M's Plain or Peanut Fractions

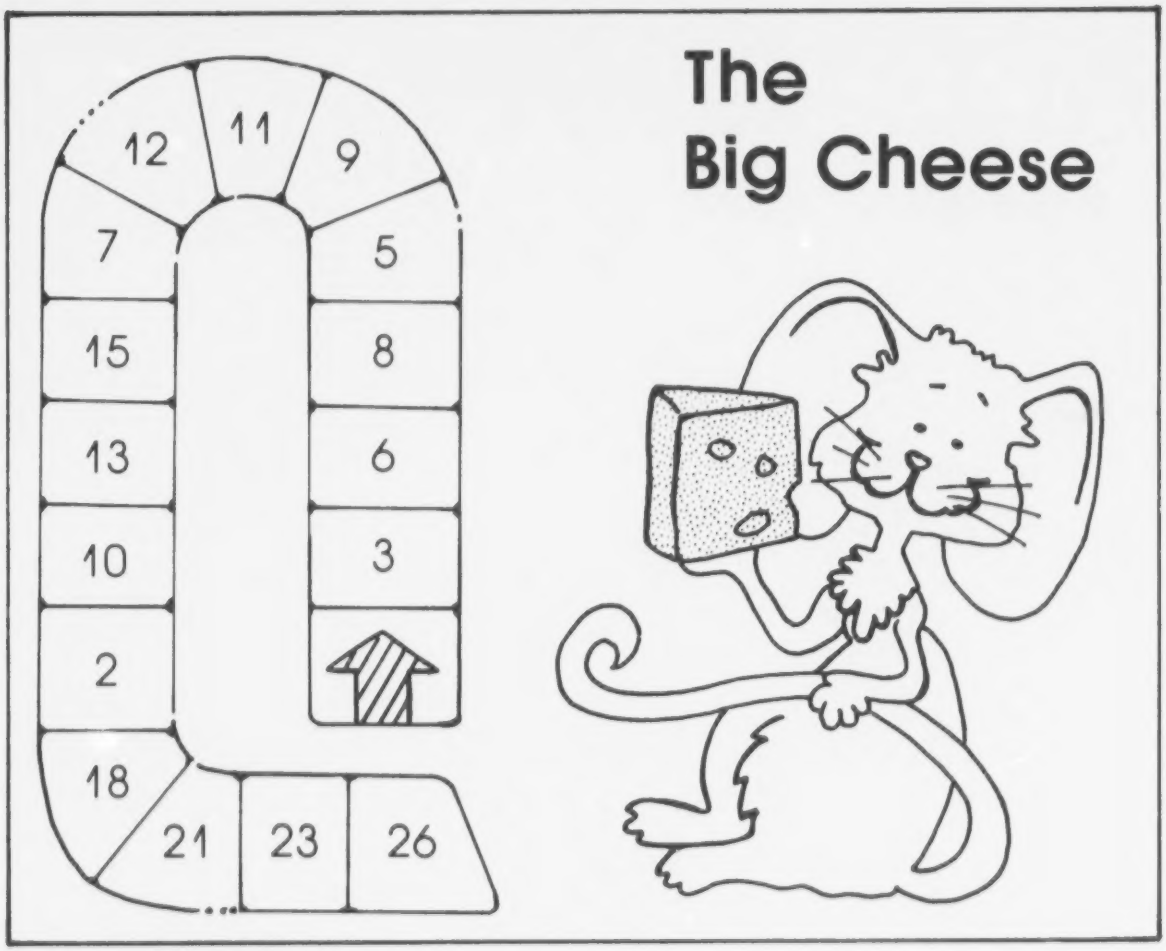
Skill #4120

Math—Decimals, Conversions

Objective:
The student will convert mixed numbers to decimal fractions.

Directions:
Have the students convert the mixed numbers on the M & M's to decimal fractions. Use laminated poster board for the M & M's and write on them with a permanent marker. Then change the mixed numbers daily by erasing with hair spray.

A Variation:
Provide each student with a small bag of real M & M's and have the students predict how many candies of each color are in their packages. Then have each student make a graph showing the actual color distribution. Hold a discussion of how close the predictions were to the actual graphs.



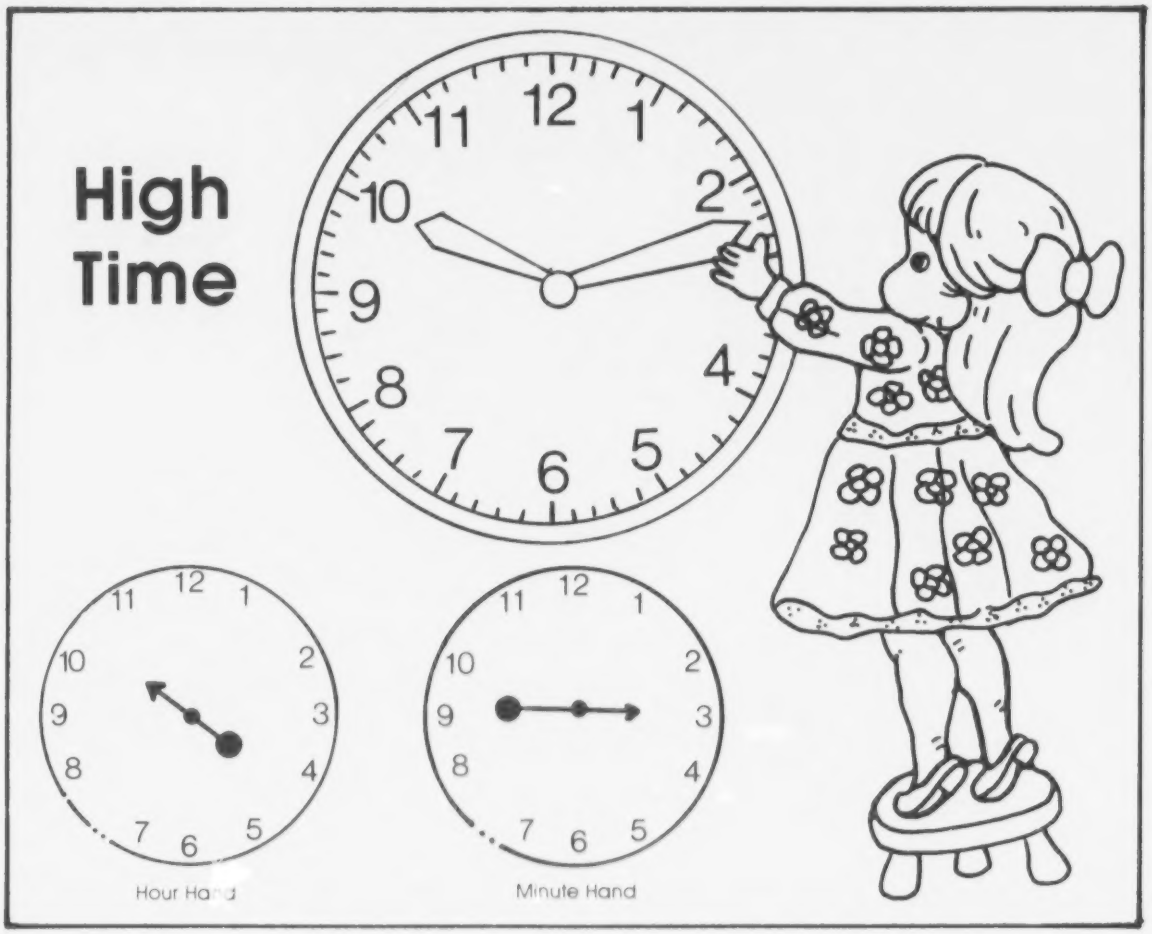
The Big Cheese

Skills #2120, 2130, 2140, 2150
Math—Whole Numbers, Addition, Subtraction, Multiplication, Division

Objective:
The student will identify the sum, the difference, the product or the quotient.

Directions:
Because of the versatility of this bulletin board, several students can use the board at the same time in different ways. The student can work at his seat. This bulletin board can be recycled weekly (change the numbers) and the student can review a variety of math skills (see list below). Each day, assign a new task for students to complete. A student can pair with a classmate to check completed work.

Suggestions:
- Multiply each number by 2.
- Multiply each number by 7 and add the products.
- Add the number 3 to each number.
- Divide each number by 2.
- Find 10% of each number.
- Write each number as a Roman numeral.
- Double each number.
- Add all the numbers and divide the total by 3.
- Add 6 to each even number and subtract 2 from each odd number.



High Time

Skill #6140
Math—Measurement

Objective:
The student will identify the time represented on the clock.

Directions:
Use this bulletin board to reinforce the telling of time. Appoint one student to stand at the bulletin board and be timekeeper. During each turn, the timekeeper spins both arrows. The person whose turn it is, tells the timekeeper where to position the clock hands and tells the time represented. Then he draws a card and answers the question on it. The card is placed on the bottom of the stack and the game continues with players alternating turns. Points may be awarded for correct answers until a desired score is reached.

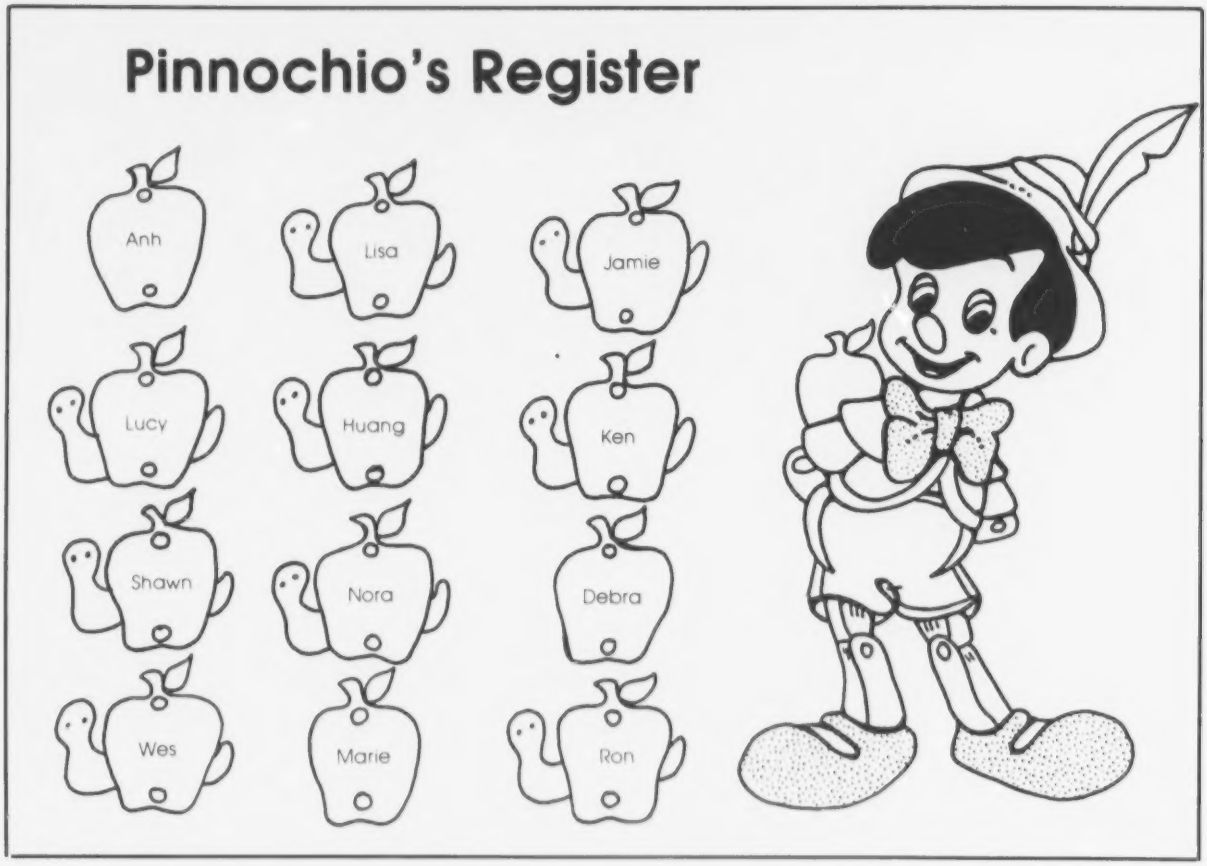
Sample Questions:

What time was it 2½ hours ago?

What time will it be in 24 hours?

What time will it be in 4 hours and 15 minutes?

What time will it be in a quarter of an hour?

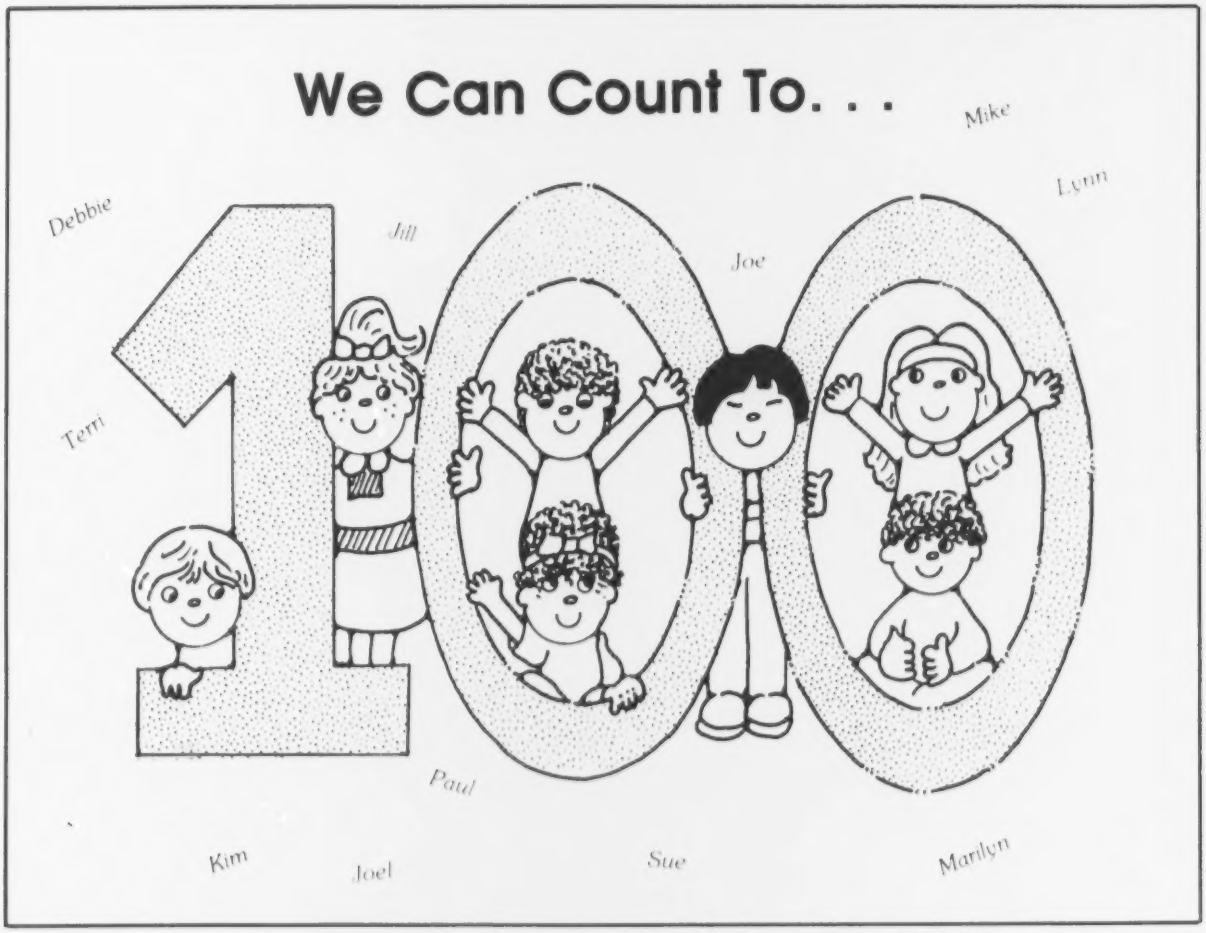


Pinnochio's Register
A Daily Attendance Chart

Skill #1110
Math—Basic Number Meaning

Objective:
The student will identify the ordinal position of an object.

Directions:
Have each student record his attendance daily as he arrives by placing a worm behind the apple with his name on it. When all attendance is recorded, use the chart to reinforce identifying ordinal position by asking such questions as, "Where is Ken's apple?" (sixth) or "Which students are absent?" (first, ninth and eleventh).



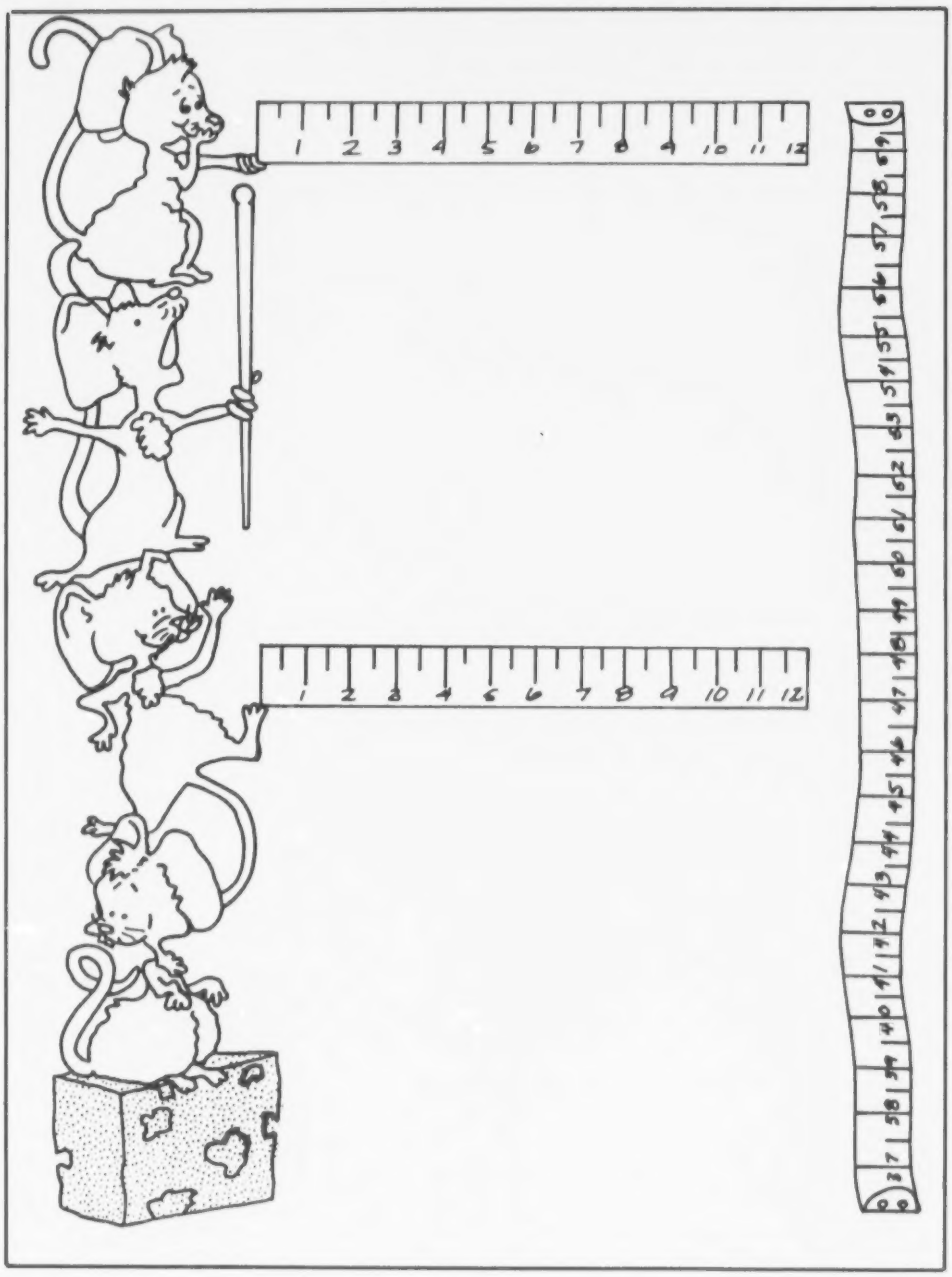
We Can Count To. . .100

Skill #1110
Math—Basic Number Meaning

Objective:
The student will identify the array representing counting 1-100.

Directions:
Use this bulletin board to reinforce the recognition and recitation of numbers from 1-100. When a child can recite the numbers 1-100 in numerical order, he may write his name on the bulletin board.

Variations:
1. Have a count-a-thon. Prepare a chart entitled "Count to 300" that is large enough to display on the bulletin board with enough lines to write from 1-300. The numbers 1 and 300 are entered on the chart. As each student enters the room each day, he writes the next number on the chart until all numbers are filled in.
2. Other variations of count-a-thons might be: counting to 300 by 2's, counting backwards from 300 by 1's, counting by 10's to 1,000 and counting to 500 by 5's.



Watch Us Grow-Growth Chart

Skill #6110

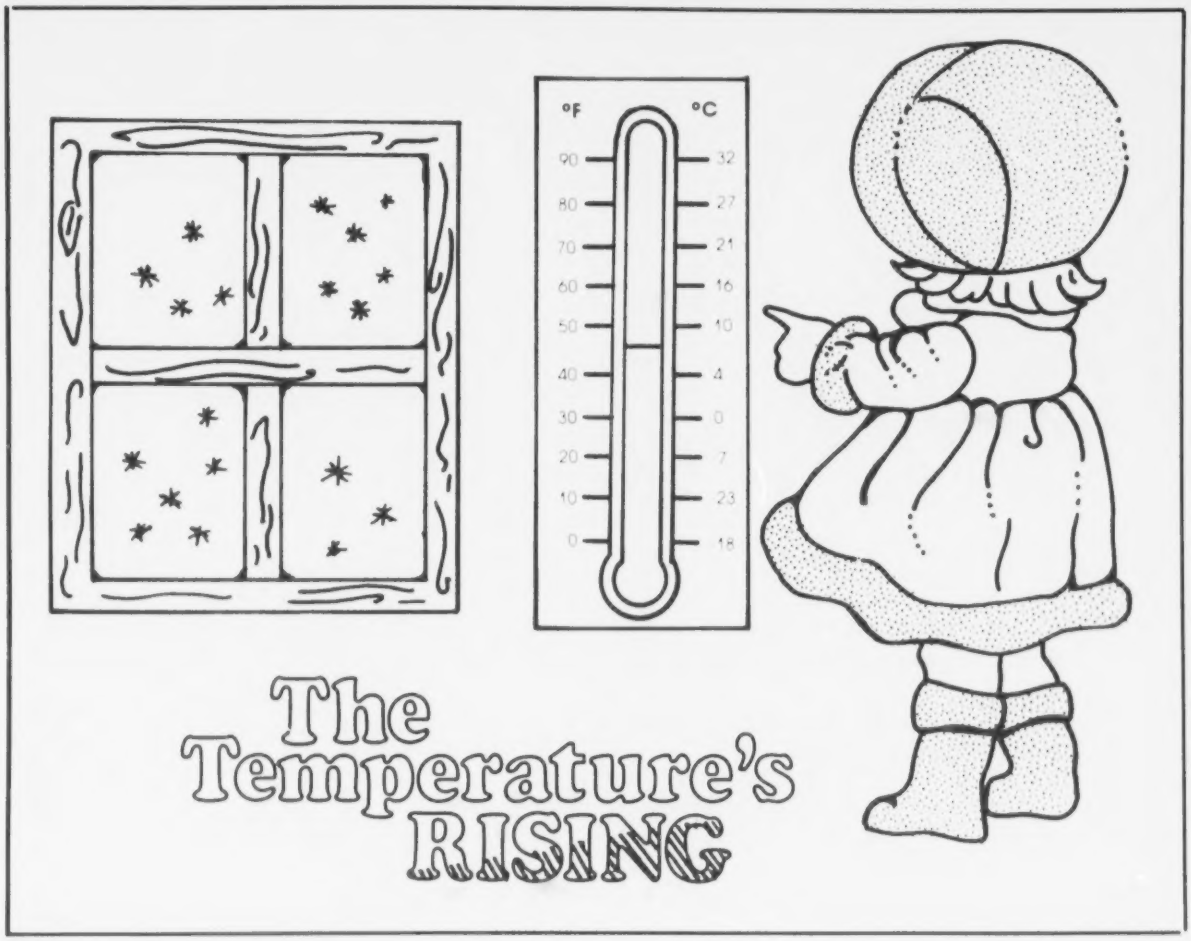
Math—Measurement—Linear

Objective:

The student will measure his height.

Directions:

Position this bulletin board so that the lower end of the tape measure is exactly 36 inches from the floor. Have each student stand beside the tape measure and record his height at several intervals during the school year. At the end of the year, have him calculate his total growth and compare his findings with other students.



The Temperature's Rising

Skill #6150

Math—Temperature

Objective:

The student will identify the temperature showing Fahrenheit and Celsius.

Directions:

This bulletin board can be used to note each day's temperature by sliding the "mercury" up or down.

Suggestions:

Make the "mercury" moveable by constructing it from a strip of red poster board behind a separate poster board thermometer. Cut a slit in the bulletin board cover so that the "mercury" will slip behind the covering at the base of the thermometer. Change the window and the child's dress to go with each season.

A Variation:

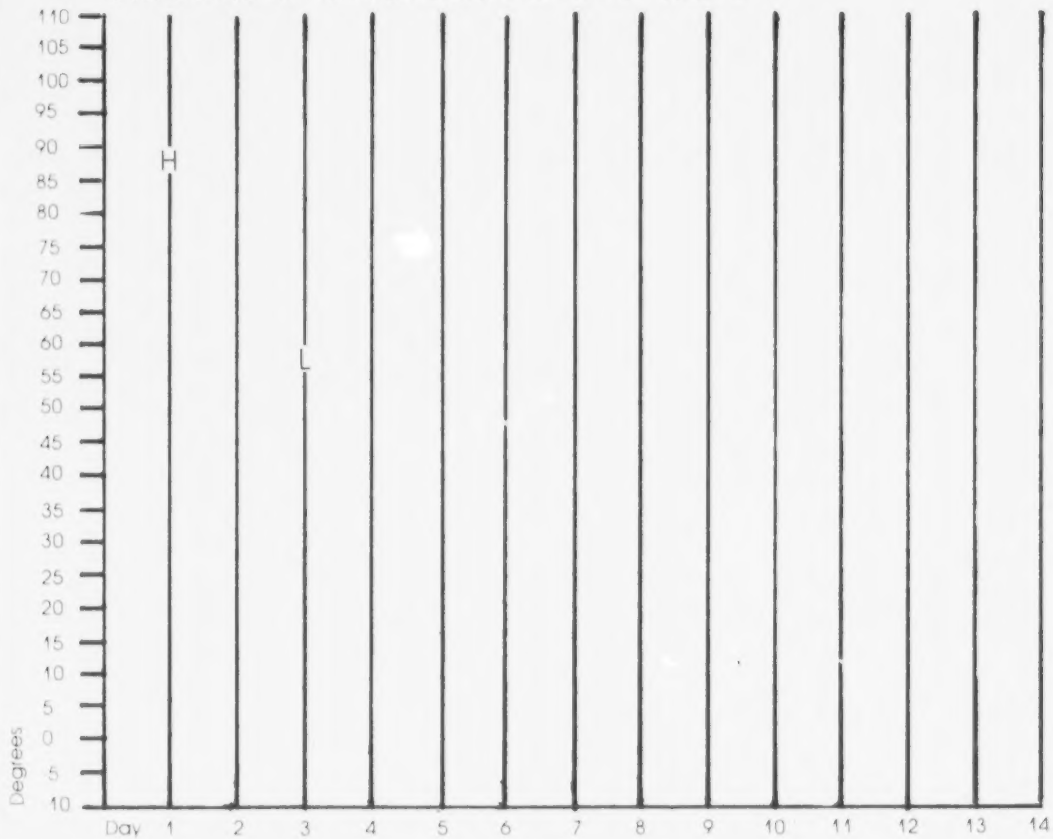
Assign a city to each child. For two weeks the student should look at the newspaper or watch the weather on television to find out the high and low temperatures in the assigned city. As the information is gathered, have the student complete the graph sheet that is illustrated on the next page.

Continued from preceding page.

The Temperature's RISING

City Name _____ Your Name _____

Be sure to connect the H's with a red line and connect the L's with a blue line.

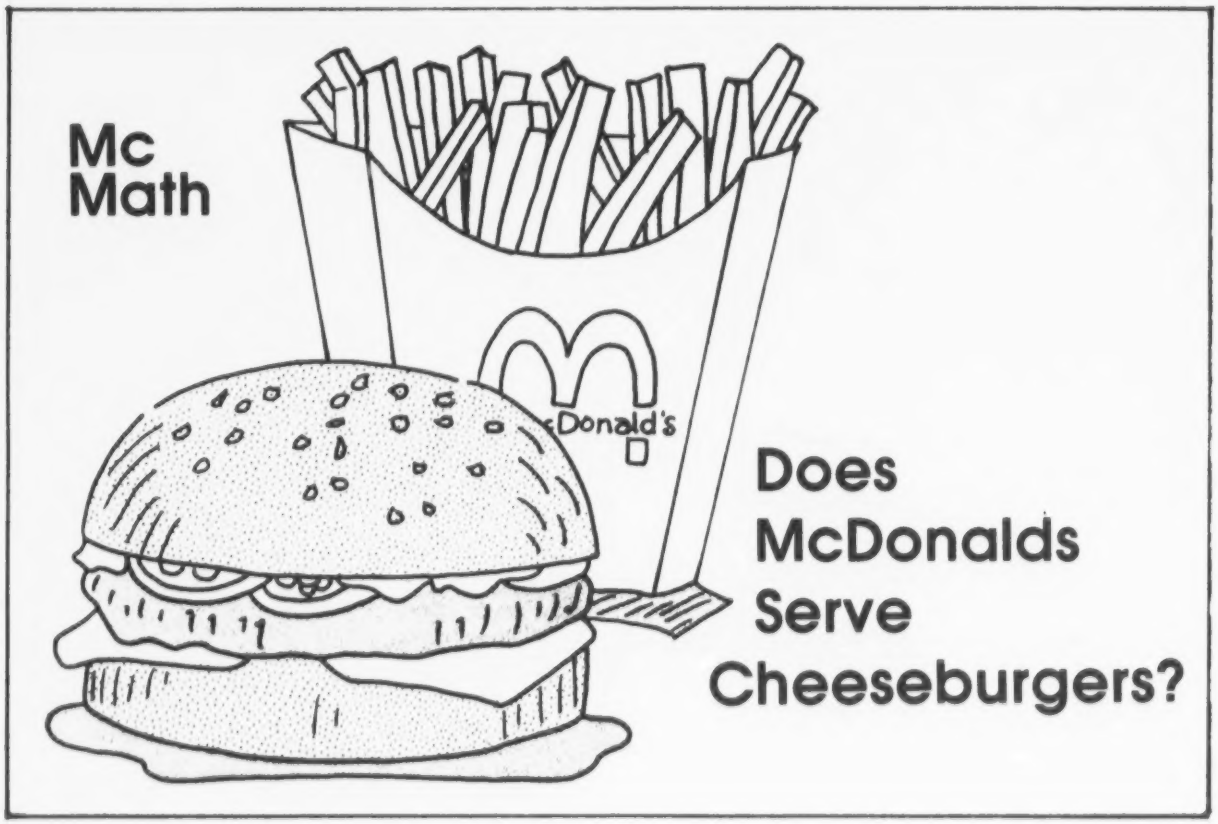


Directions:

Each day have the student graph the high and low temperatures he finds and graph them both on the vertical line. Have him put an H for the high and L for the low.

Suggestions:

- Have two students each day record which city had the highest temperature and which had the lowest.
- Have a class discussion concerning the activities that are affected by each city's temperature.
- Have students account for the cities' different temperatures.
- Have students compare cities on the same latitudes, and note effects of the jet streams on climates.



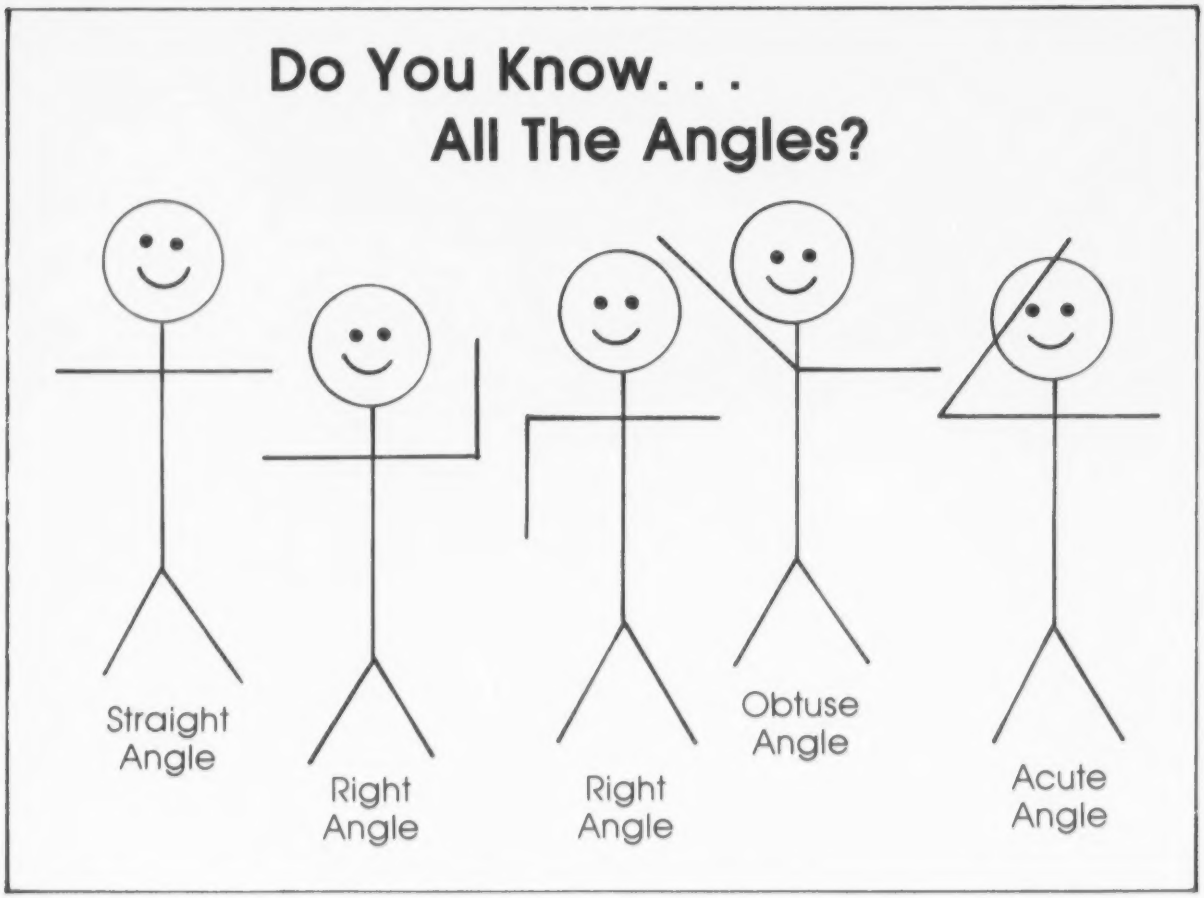
McMath

Skill #2150

Math—Whole Numbers, Division

Objective:
The student will compute the quotient.

Directions:
Use the bulletin board above to help students remember the steps in long division. The first letters in the question, "**D**oes **M**cDonald's **S**erve **C**heese**b**urgers?" are the first letters of the steps in order: divide, multiply, subtract, compare, bring down.



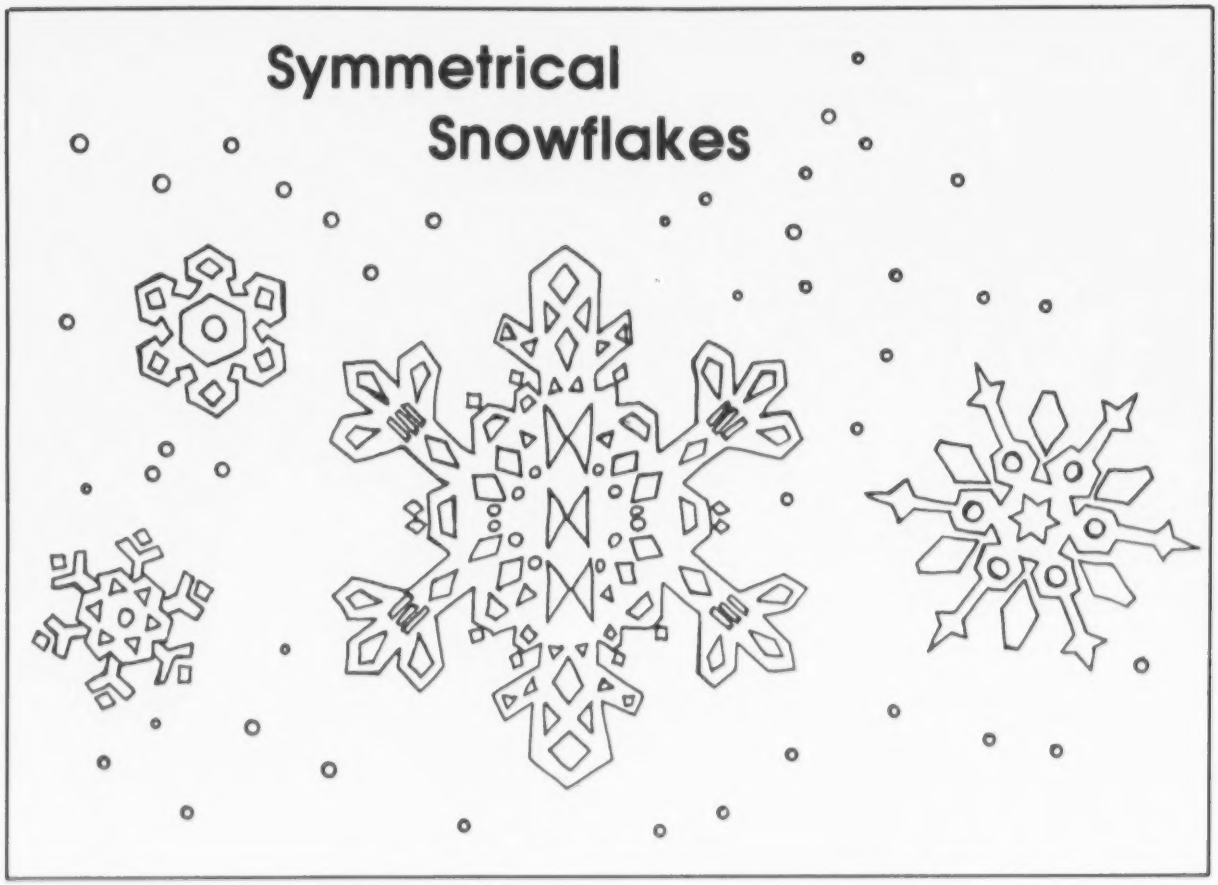
Do you Know All the Angles?

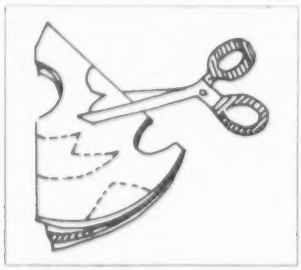
Skill #7110
Math—Geometry

Objective:
The student will identify the angle as straight, obtuse, acute or right.

Directions:
This is a simple bulletin board that will help students identify angles. Paint the stick figures with white paint onto a black background. Cut the letters out of white paper.

A Variation:
1. Have a student use his arms to demostrate a stright angle, acute angle or obtuse angle. The first student to guess the correct angle may demonstrate the next one.
2. Try an "angle" version of "Simon Sez," letting students take turns being Simon.





Symmetrical Snowflakes

Skill #7110
Math—Geometry

Objective:
The student will identify the lines of symmetry in objects or figures.

Directions:
Have students identify lines of symmetry by cutting symmetrical snowflakes. Have the student fold a piece of paper, cut out a figure which encloses part of the crease and then unfold it. The crease is called the "line of symmetry." Examples of symmetrical snowflakes are shown on the bulletin board above.

A Variation:
Have students find, within the room, one symmetrical object and one non-symmetrical object.

Window Shades Section

A collection of creative ways to use window shades as permanent bulletin boards

Window Shades

Ordinary window shades make great permanent bulletin boards. They can be rolled up and stored in a small amount of space, and you do not need windows to hang them. They can be hung anywhere. On the following pages, you will find a suggestion for a decorative window shade for each of the nine months of the school year and also some examples of shades that reinforce specific skills.

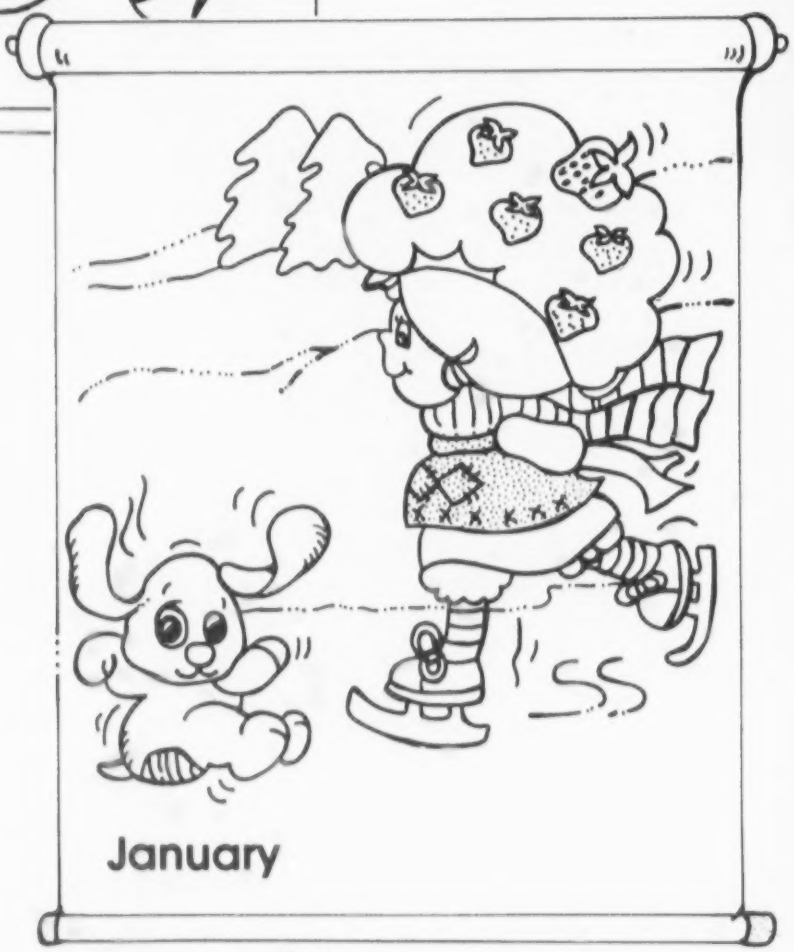
This permanent bulletin board was made by enlarging the picure on an opaque projector and coloring it with permanent markers.

The Smurf picture shown above was taken from **Smurf Stamp Fun** by Peyo, Happy House Books.

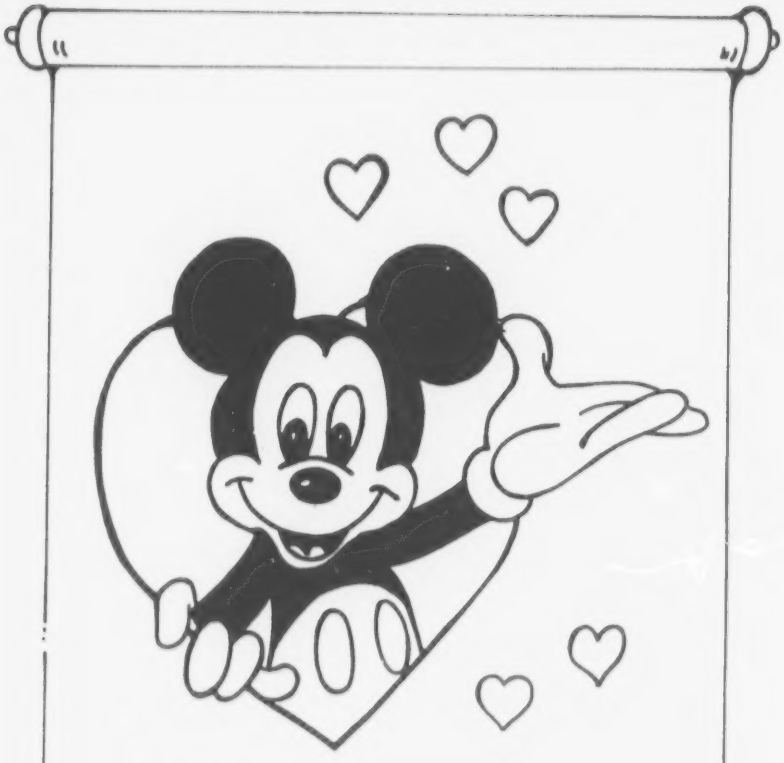
October

November

December



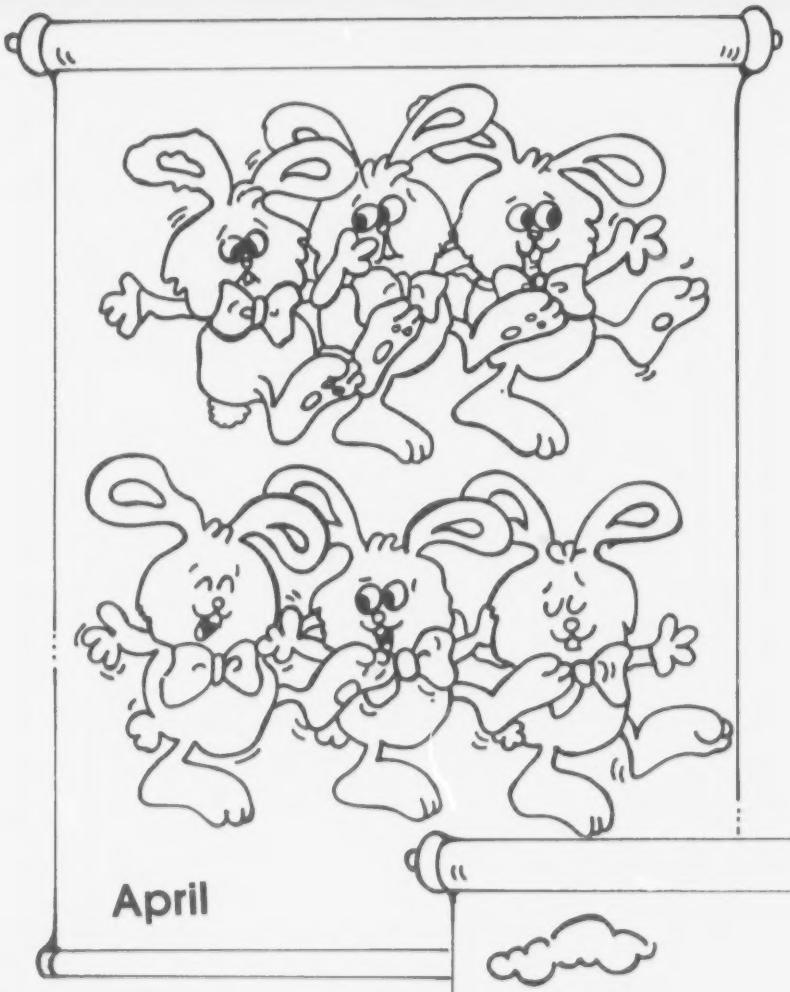
January



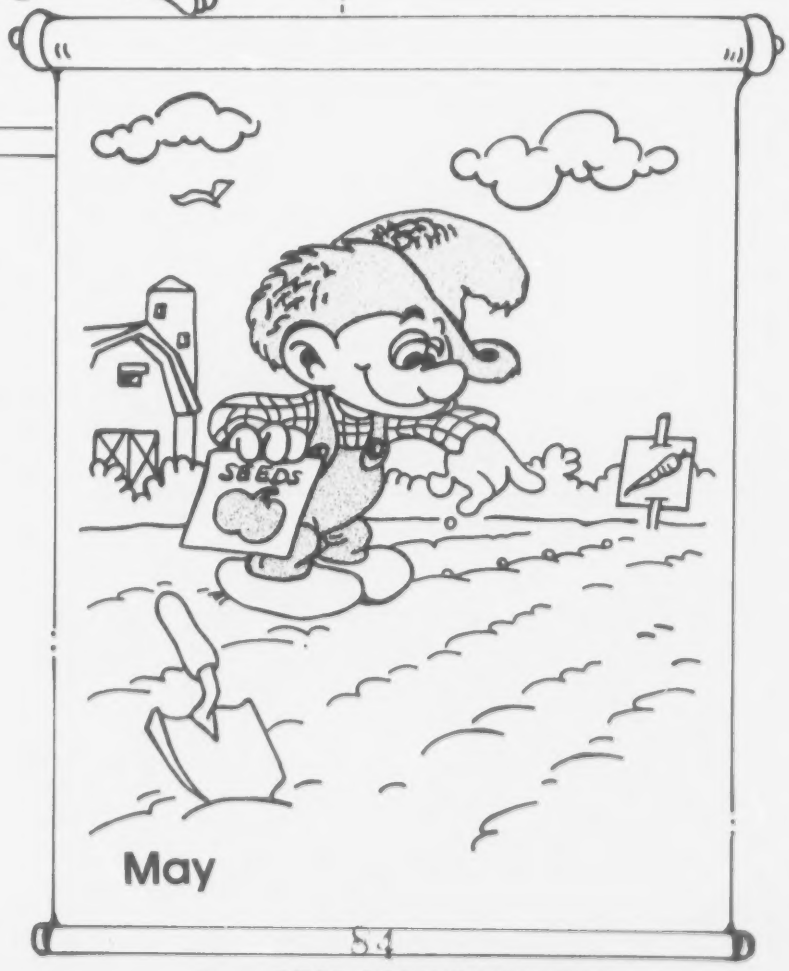
February

March

53



April



May

The Smurf picture shown on the right was taken from **A Smurf For All Seasons** coloring book.

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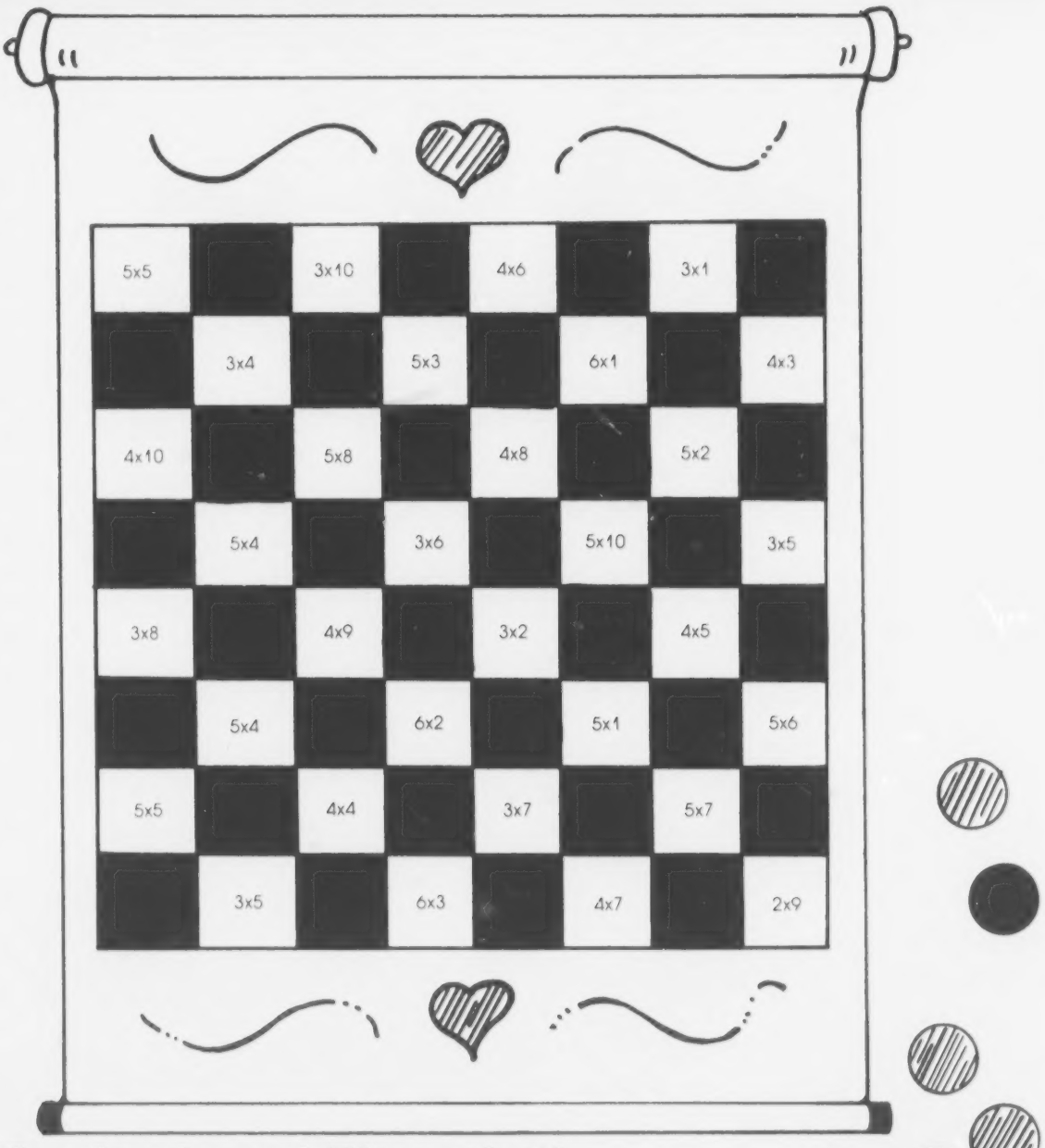


Checkerboard Floorcloth

Skill #140

Math—Whole Numbers, Multiplication

Objective:

The student will compute the product.

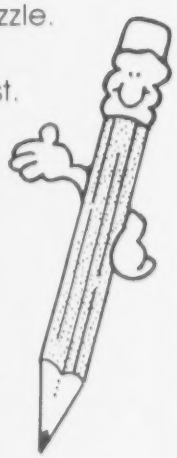
Directions:

This activity is played like the traditional game of checkers. In each move, the player must give a product for the equation on each square his checker touches. A calculator may be used to check answers.

This floorcloth was made from an inexpensive vinyl window shade. The checkerboard squares were painted on with acrylic paint and the numbers are press-on vinyl. They can be easily removed by peeling off. Checkers can be cut from black and red poster board. Students will enjoy learning their multiplication facts sitting on the floor playing checkers.

Test-Taking Tips

- Sharpen two pencils that have erasers.
- Relax! Pretend you're going to do a fun puzzle.
- Read and follow all directions.
- Work at a steady pace—not too slow or fast.
- Study material as you get it. Review it often.
- Answer the easiest questions first.
- Make sure you've answered everything you can.
- Check all answers for accuracy.
- Check to see that your name is on the test.

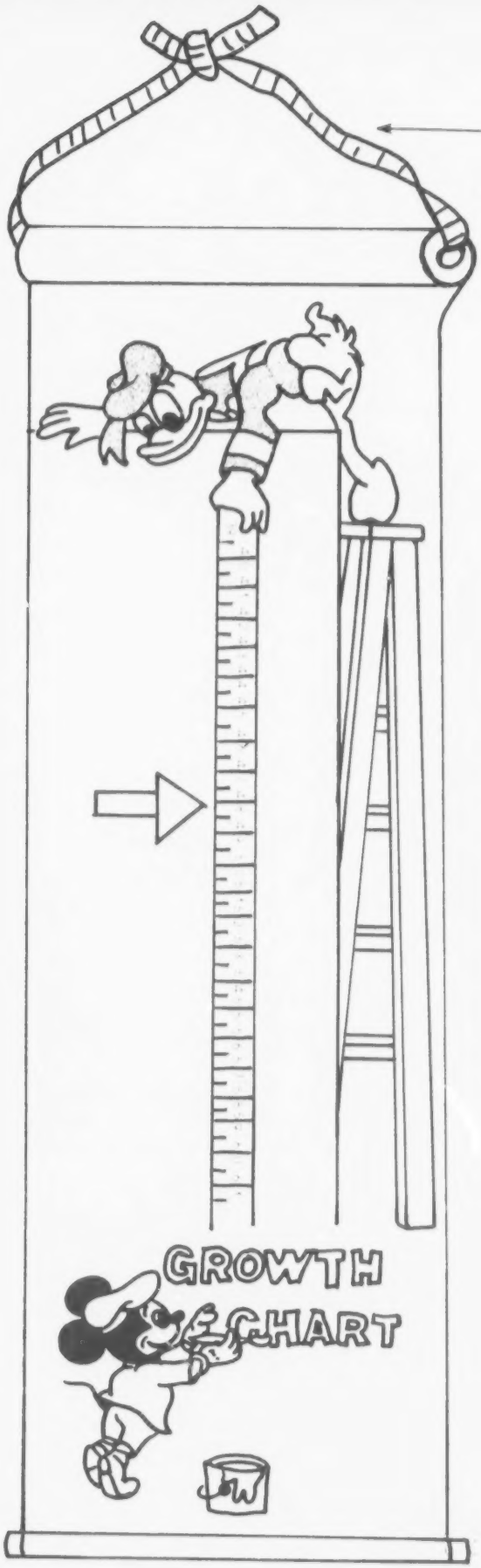


Test-Taking Tips

Skill #520
Reading—Sequence

Objective:
The student will identify relevant ideas in sequence.

Directions:
Scramble the order of the test-taking tips and have the student arrange them in correct sequence. Then display the window shade bulletin board with the tips in proper sequence as shown above. Have the students refer to the tips at test-taking time.



Here We Grow

Skill #6110

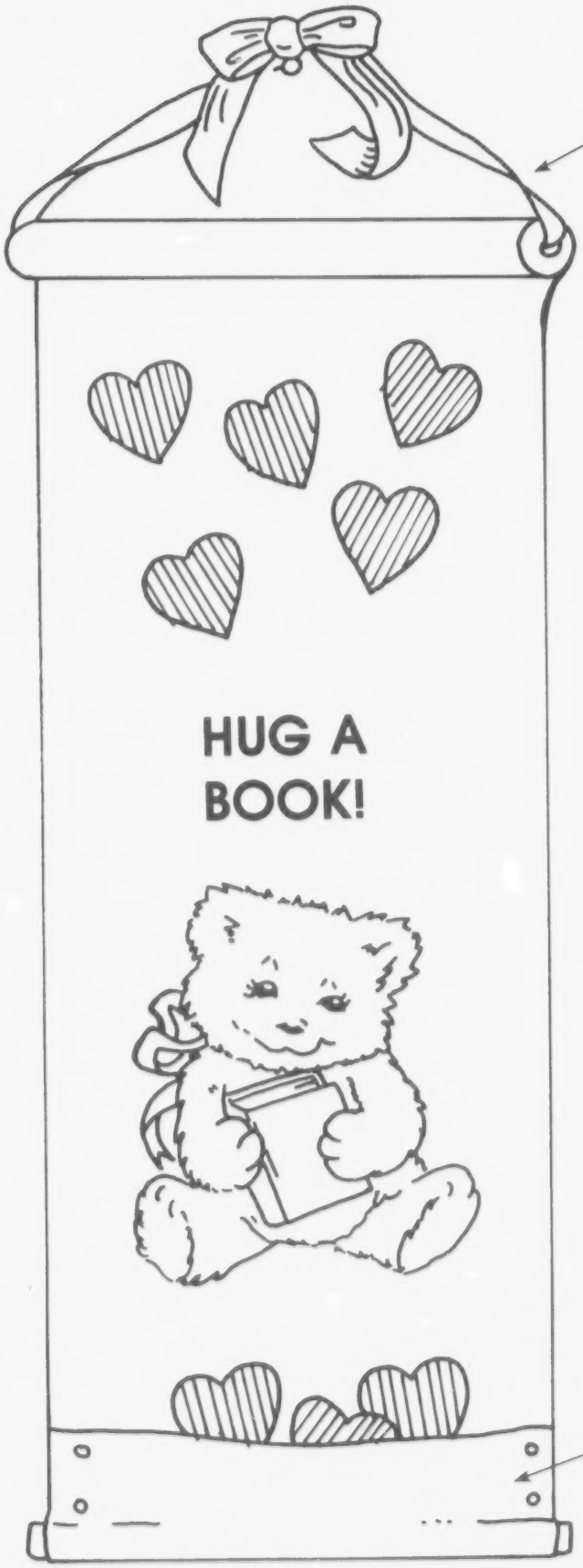
Math—Measurement
Linear

Objective:
The student will measure his height.

Directions:
Have the student measure his height at the beginning, middle and end of the school year. Have him record and compare his findings.

This permanent bulletin board was made from a scrap of a custom-cut window shade. Scraps like this can usually be obtained without charge from stores where custom cutting is done.

Insert a real tape measure to measure the students and to hang the shade.



A use for a shade scrap-from custom-cut wondow shades.

Hug A Book

Skill #860

Reading—Appropriate Reading Speed

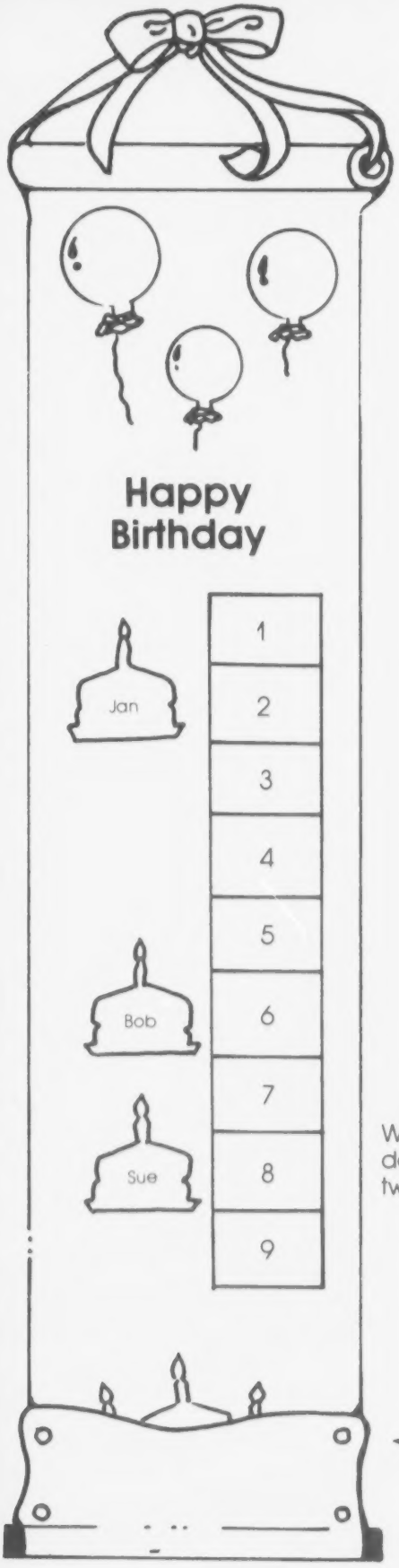
Objective:
The student will read for pleasure.

Directions:
Display this creative shade scrap in your reading corner to motivate students to read.

This permanent bulletin board was made form a scrap of a custom-cut window shade.

A use for a shade scrap—from custom-cut window shades.

The bottom was turned up and bradded to hold heart-shaped bookmarks.



Happy Birthday

Skill #380

Oral Language—Self-Expression

Objective:

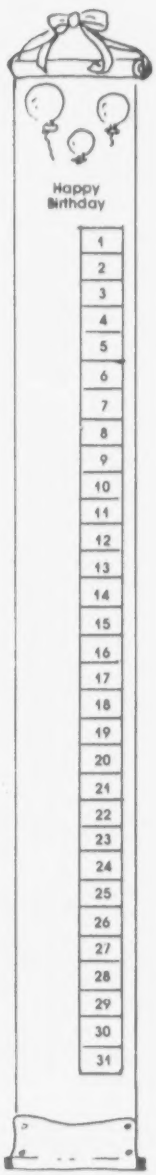
The student will express emotions and wishes.

Directions:

Use this shade scrap for birthday recognition. Have each student with a birthday during the current month write his name on a birthday cake shape and attach it with tape beside his birth date. On his special day, he may tell his birthday wishes.

This permanent bulletin board was made from a scrap of a custom-cut window shade.

When making your shade put 31 days on it so it can be used for all twelve months. →



← The bottom was turned up and bradded to hold birthday cake shapes cut from pink and blue construction paper.

The Calendar Section

Colorful calendars
to use in
your classrooms

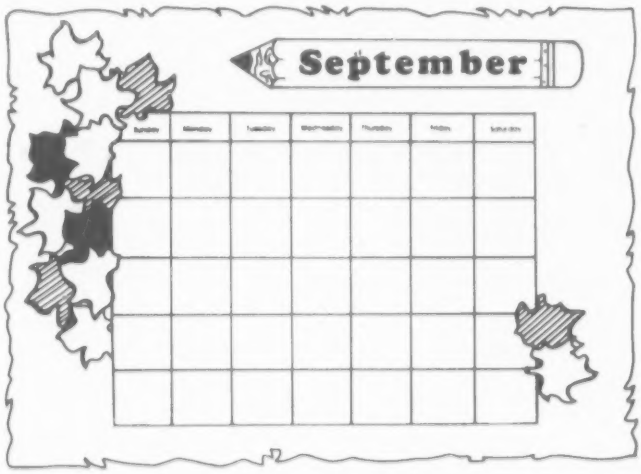
90

Calendars

Another type of bulletin board—a calendar! It's hard to imagine a classroom without one, for not only does it mark special events, it also serves as a learning tool.

Each bulletin board on the following pages is based on a basic calendar layout.

The basic calendar grid on page 88 can be created in a variety of ways. The grid presented simply saves time and can be used year after year if it is laminated.



Suggestions to add to your calendars:

Student of the day:
Each day add the name of a student who has improved in some area.

Birthdays:
Be sure to display each student's birthday on the appropriate day. This could be done by adding a paper birthday cake that has the student's name on it.

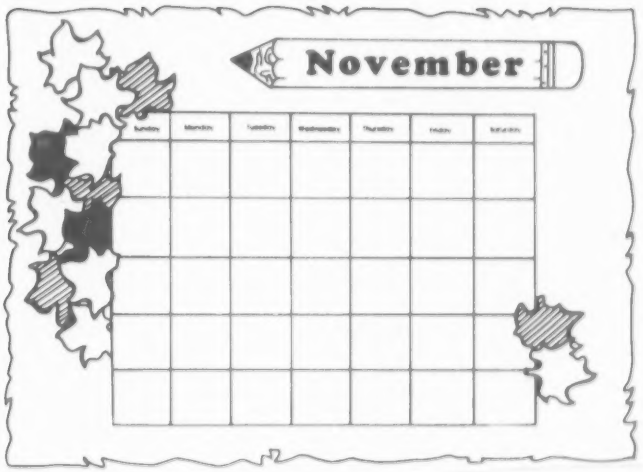
Handy Helpers:
Each day assign a student to be your helper. He can help pass out papers, sharpen pencils, clean erasers, greet visitors, etc.

Weekend Fun Ideas:
Fun ideas for the weekend could be added on cards to the calendar. Involve students in giving suggestions for these ideas.

School Events Reminder:
Use the calendar to post all school events.

Task Cards:
Each day could have a task card that assigns a special task to a student.

More Calendar Suggestions



- Prepare a set of cards like the ones shown at the right and divide them among the players. In alternating turns, each player may play a card on the date that corresponds to the sum or difference of the two numerals on the card. The board must be filled in sequence, and each player is awarded the number of points equal to the date his card occupies.

- For each date, have the student give three number sentences that would result in that number as the answer.
- Challenge your students to think of something that relates in some way to each number on the calendar, for example, 1 = solitaire, 2 = a pair of shoes, etc.
- Have the student search the calendar grid for combinations of two or more numbers adjacent horizontally, vertically or diagonally, that make up a number that has some recognized meaning, for example, 1, 9, 8 and 7 = 1987, the current year.
- Create an addition problem that will result in an answer for each day of the month. For example: 15+6+10=31.

Calendar Grid:

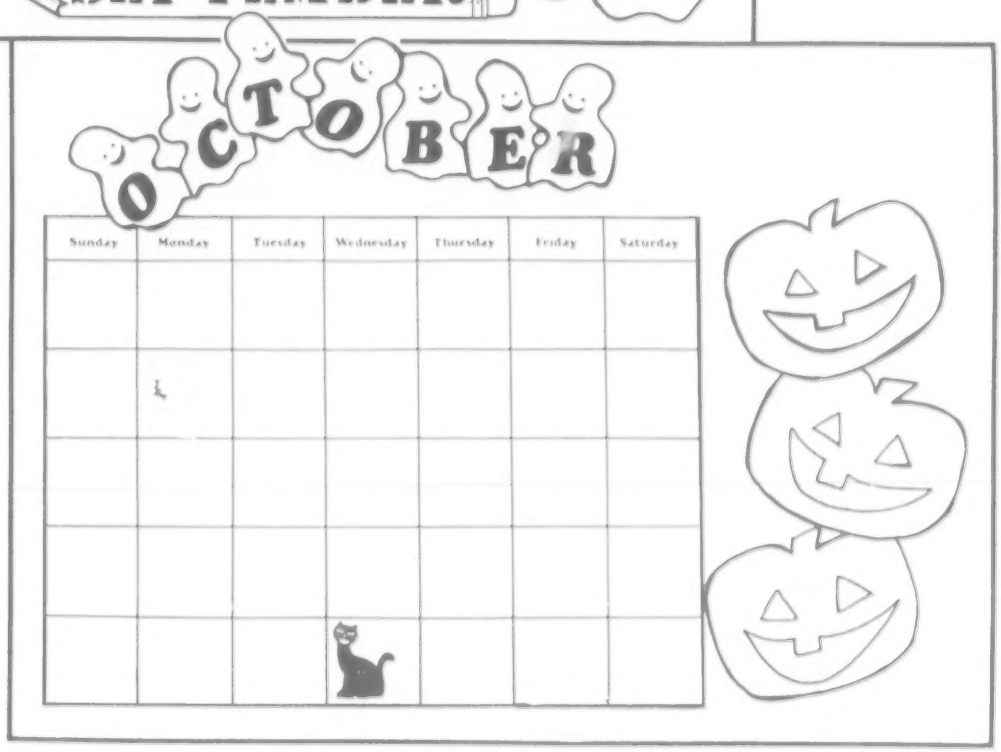
Here is a calendar grid ready for you to duplicate. Laminate before adding the dates, then you can use it year after year.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

A Calendar for each school month of the year.

September

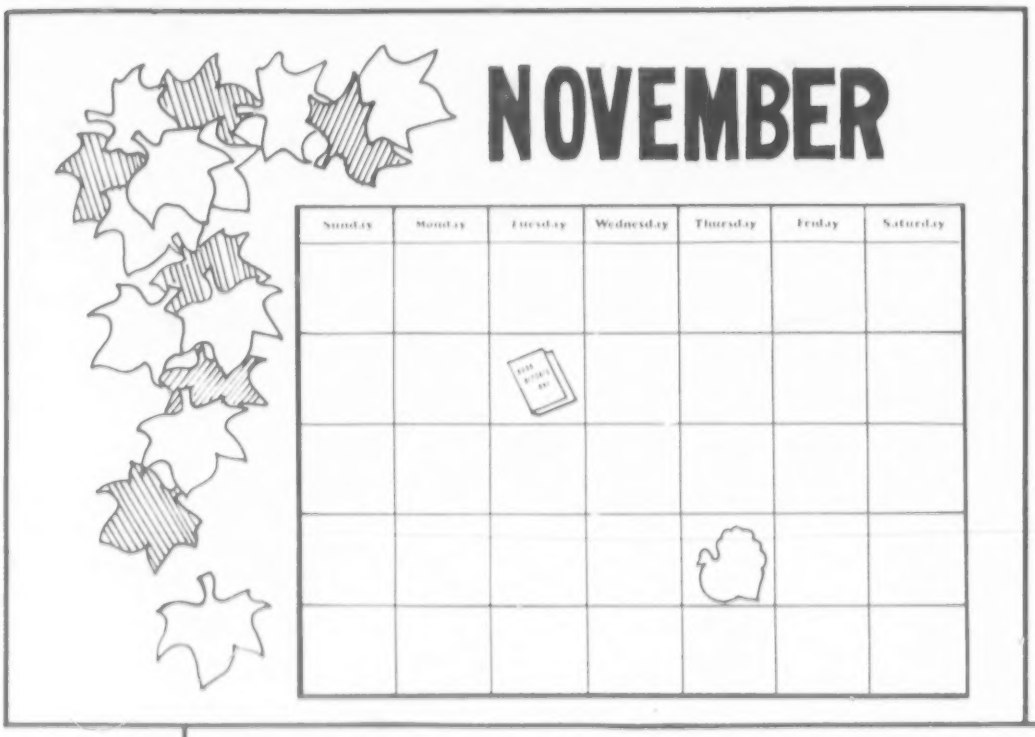
All of the patterns shown on the calendars were cut from the Ellison Letter Machine. The calendar grid is ready for you to duplicate on page 88.

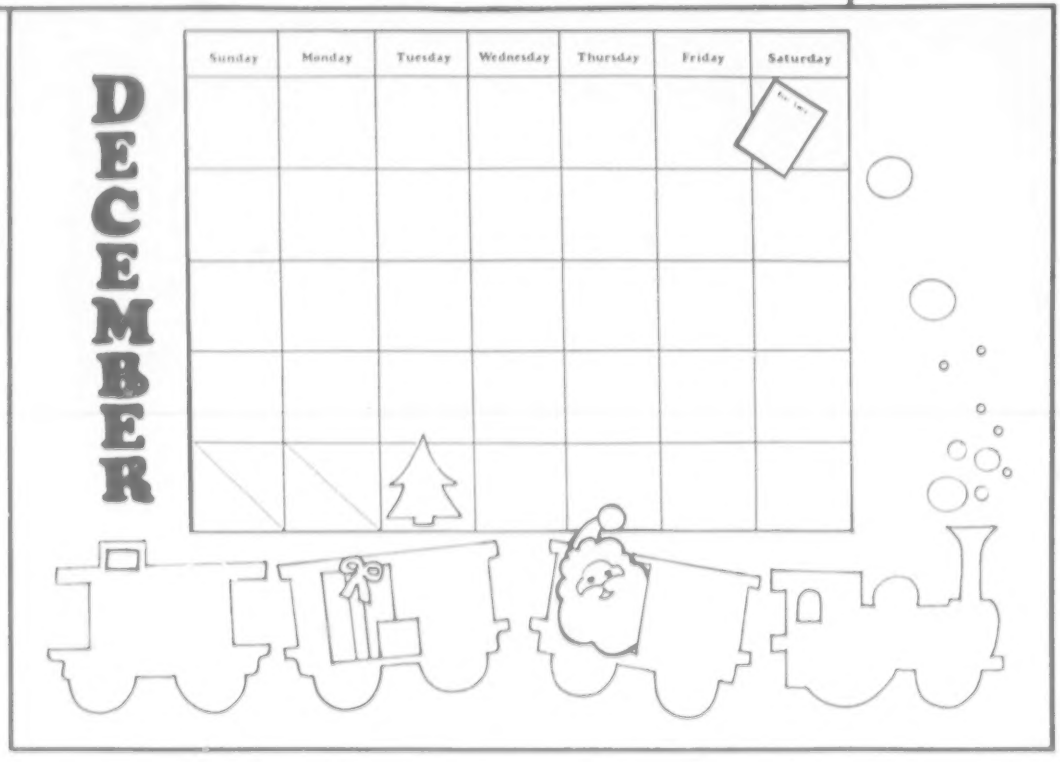


October

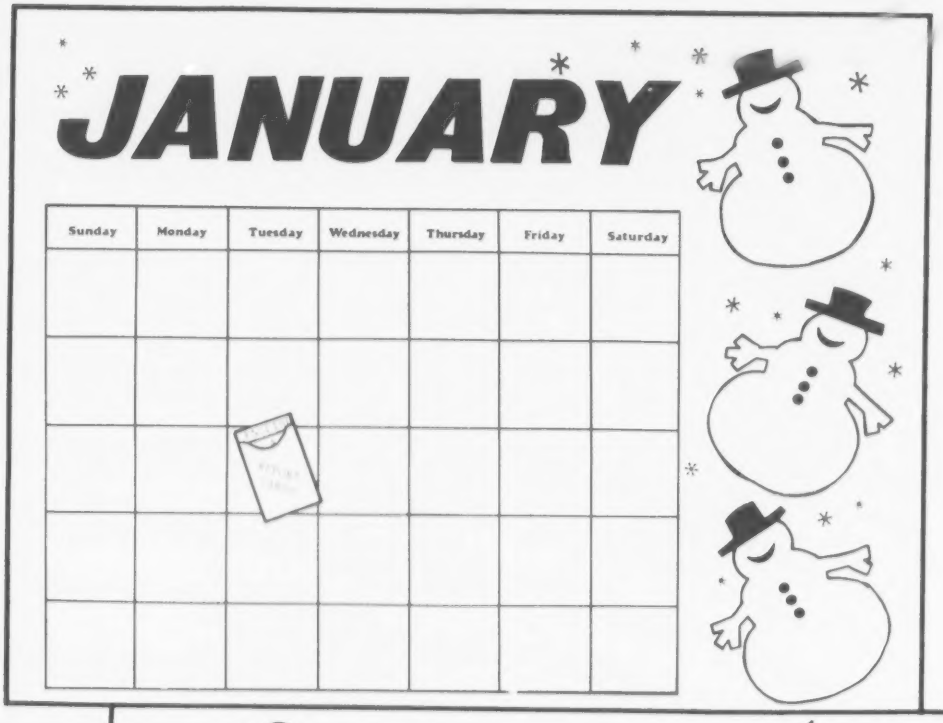
The ghosts were cut on the fold so they will stand out. Cutting on the fold also enables you to make invitations for Halloween.

Calendars

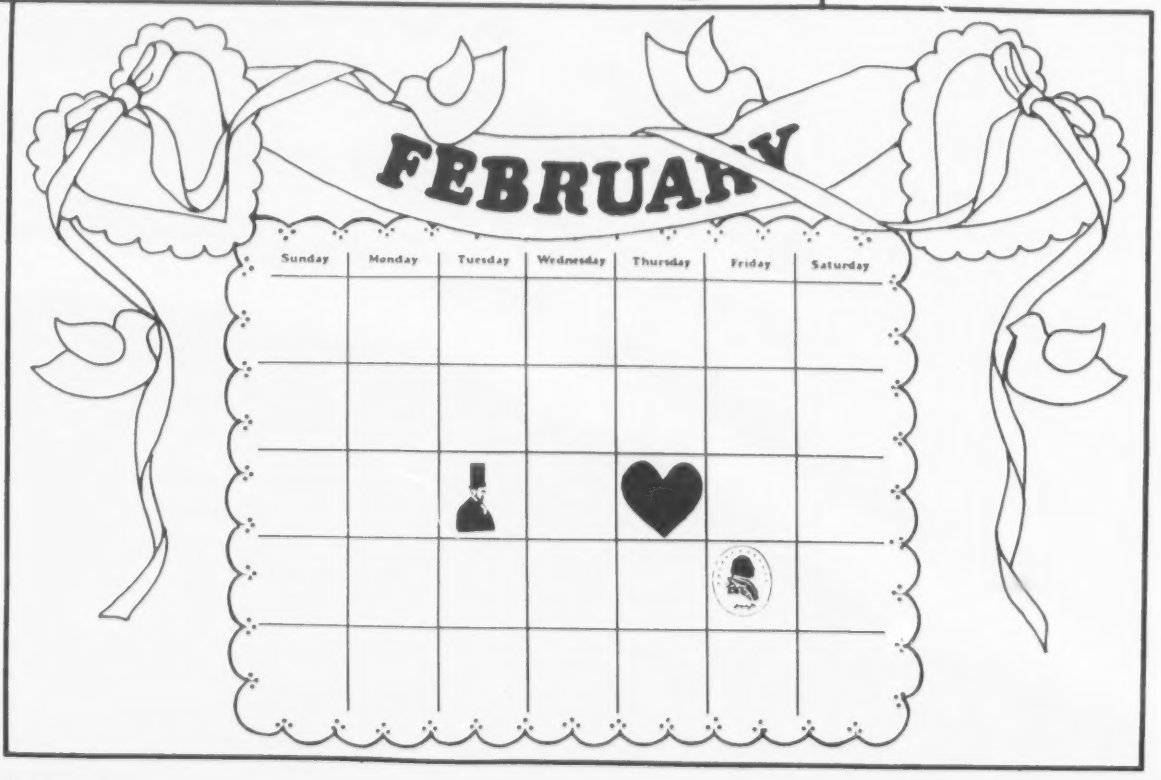

NOVEMBER
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday


DECEMBER
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Calendars

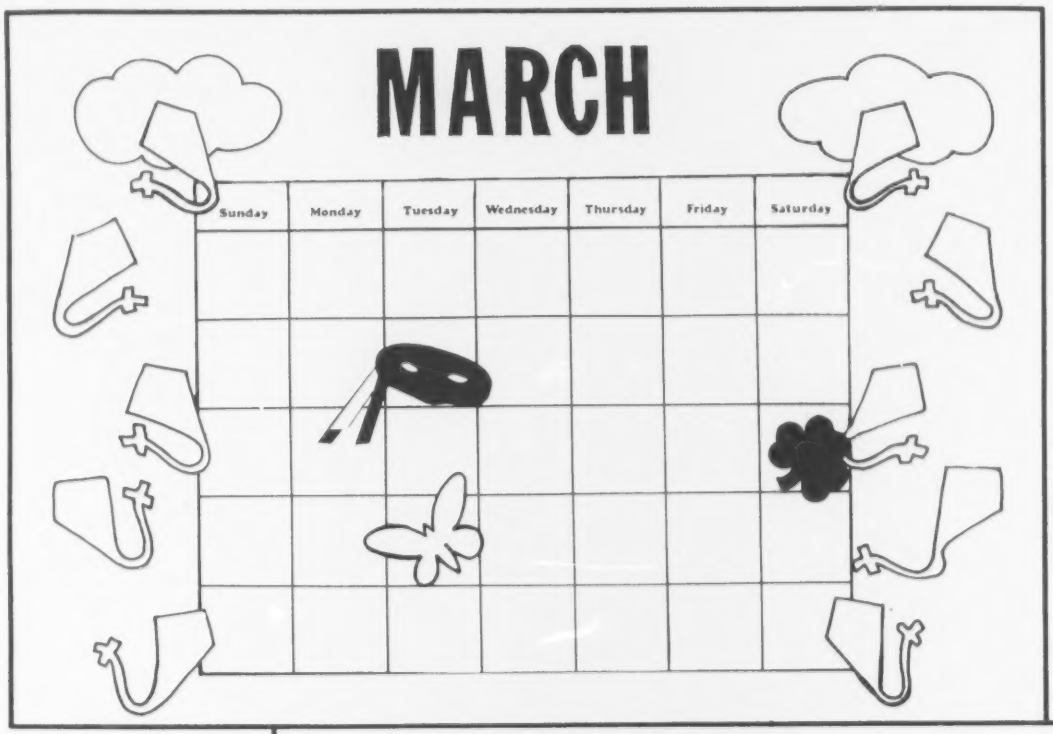


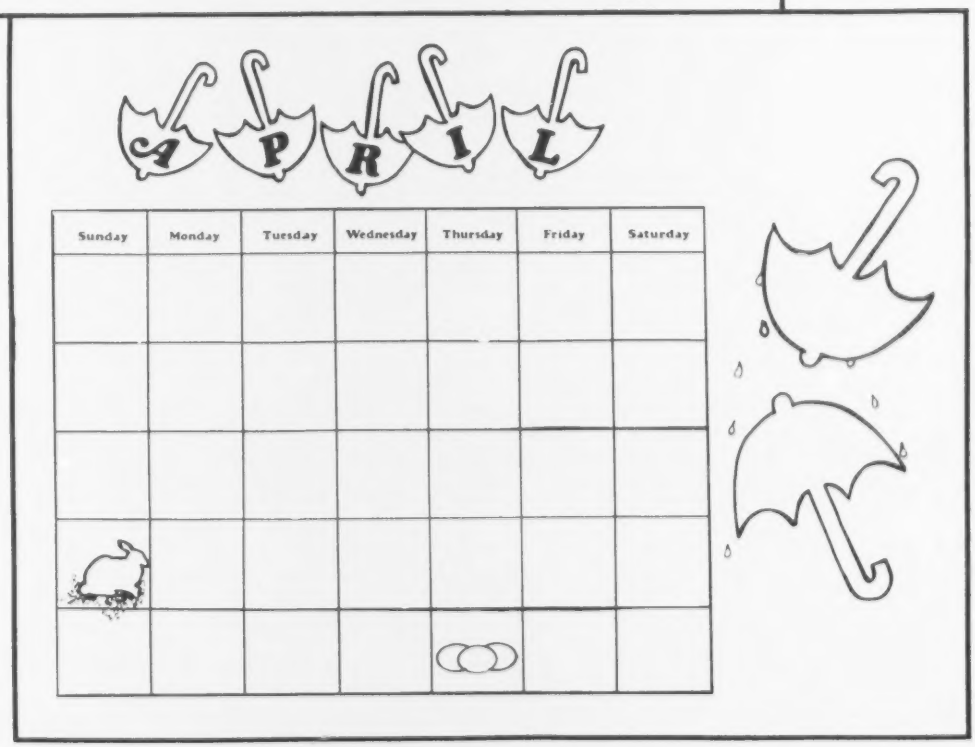
January
The snowmen could be used to send progress reports home.



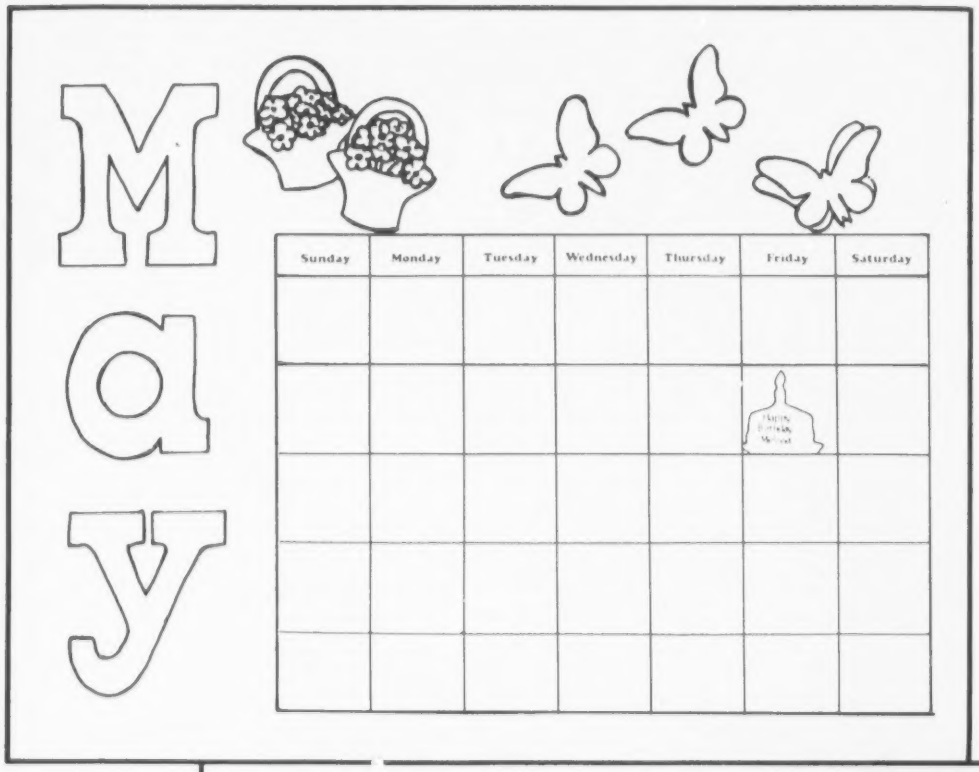
February
The colors denote the patriotic theme of this month and ribbon adds that special touch for Valentine's Day.

Calendars


MARCH
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

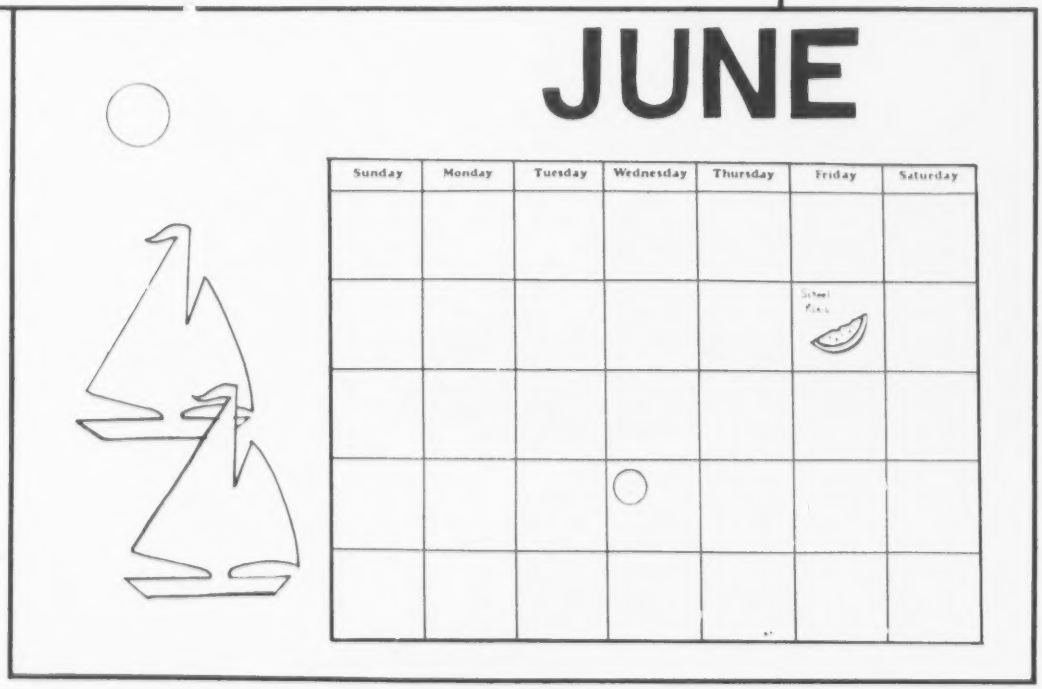

APRIL
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Calendars



May

Flowers were added to the baskets for a 3-D touch. The birthday cake shows how students' birthdays can be remembered.



* Mind Movers for July!

Here are thirty terrific things for the upper-level student to do when he is out of school—daily activities for the summer months. These activities can also be used during the regular school term as enrichment activities.

JULY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Take an old game you've played a lot and make up a whole new set of rules for it.	Write the alphabet letters (except x). Write an animal's name that begins with each letter.	Read a new book. Design a bookmark for it.	If you suddenly became famous, write six things you would enjoy and six things you wouldn't like about your new life.	Write down all the food you eat for one week. Circle the four food groups in four colors. What are you lacking?	Keep a mood chart for a month. Use a symbol to show how you feel each day. Write a sentence to tell why.	List thirteen lucky things which have happened in you life. Combine them into a poem.
Write your own fitness program describing different ways you can exercise every day.	List 25 words with double consonants.	Write 15 events that happened to you this year. Draw a clip by those you enjoyed the most.	Write a cheer for a losing team.	Plan a party. What will you wear? What will you eat and drink?	List 20 facts about yourself. 1. Your toothpaste brand. 2. Your shoe size.	List five things you would like to do or achieve this year.
Clip out a large headline. Write an imaginary story to go with it.	List five ways that cats and dogs are alike and five ways they're different.	Write a welcome home letter to your mom or dad.	Design and write your own comic strip.	List all 50 states and their capitals. Turn your paper over. List as many as you can from memory.	In your own words, rewrite a paragraph from any book.	Write a kid's guide for what to do and see in your town.
List five jobs you'd enjoy doing in your lifetime. Write two skills you would need for each job.	Write a new ending to a TV show or movie you saw recently.	Describe what you do well and how you would teach it to someone else. What would you like someone to teach you?	If you were given magical powers for a week, how would you use them?	Write about a time when you felt embarrassed, lonely, or excited.	Make a list of all the famous people who have the same first name as you.	Songs are easy to learn and remember. In your best handwriting, write the lyrics to a song that you know by heart.
Imagine you are running for president. Write a speech telling what you would do if elected.		Which day of this month was your best day? Write a paragraph telling why.				

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*Mind Movers (daily activities) taken from Frank Schaffer's **Classmate** magazine.

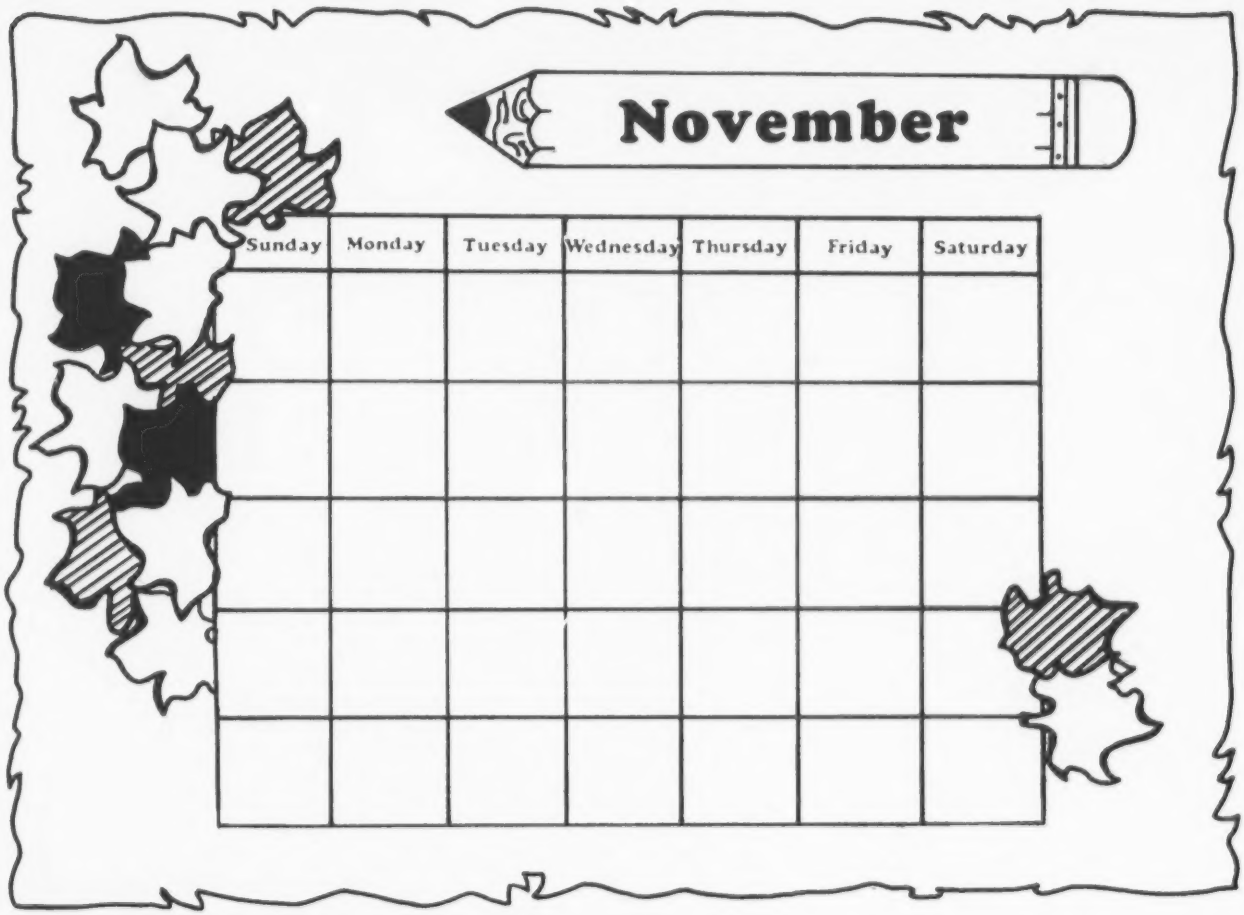
AUGUST

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Pick a bouquet of wild flowers	2 Learn a new poem	3 Find five red things today	4 Watch the sun rise this morning
5 Take a walk with a friend	6 Make a paper bag puppet	7 Visit someone who is ill	8 Learn a new song	9 Make a picture using your thumb print	10 Make a new friend today	11 Identify three birds in your yard
12 Start a daily temperature chart	13 Draw a picture of a tree	14 Hug a friend	15 Learn a new word today	16 Use your new word three times	17 Find three sound things	18 Have a picnic lunch by yourself
19 Watch the sun set today	20 Try a new food today	21 Identify two flowers	22 Choose a book to read from the library	23 Find five orange things	24 Write a letter to a friend	25 Find three purple things
26 Take a friend on a picnic	27 Visit an adult friend	28 Listen to a bird and imitate its song	29 school starts!	30	31	

Mind Movers for August!

Here are twenty-eight terrific things for the primary student to do when he is out of school—activities for the summer months.

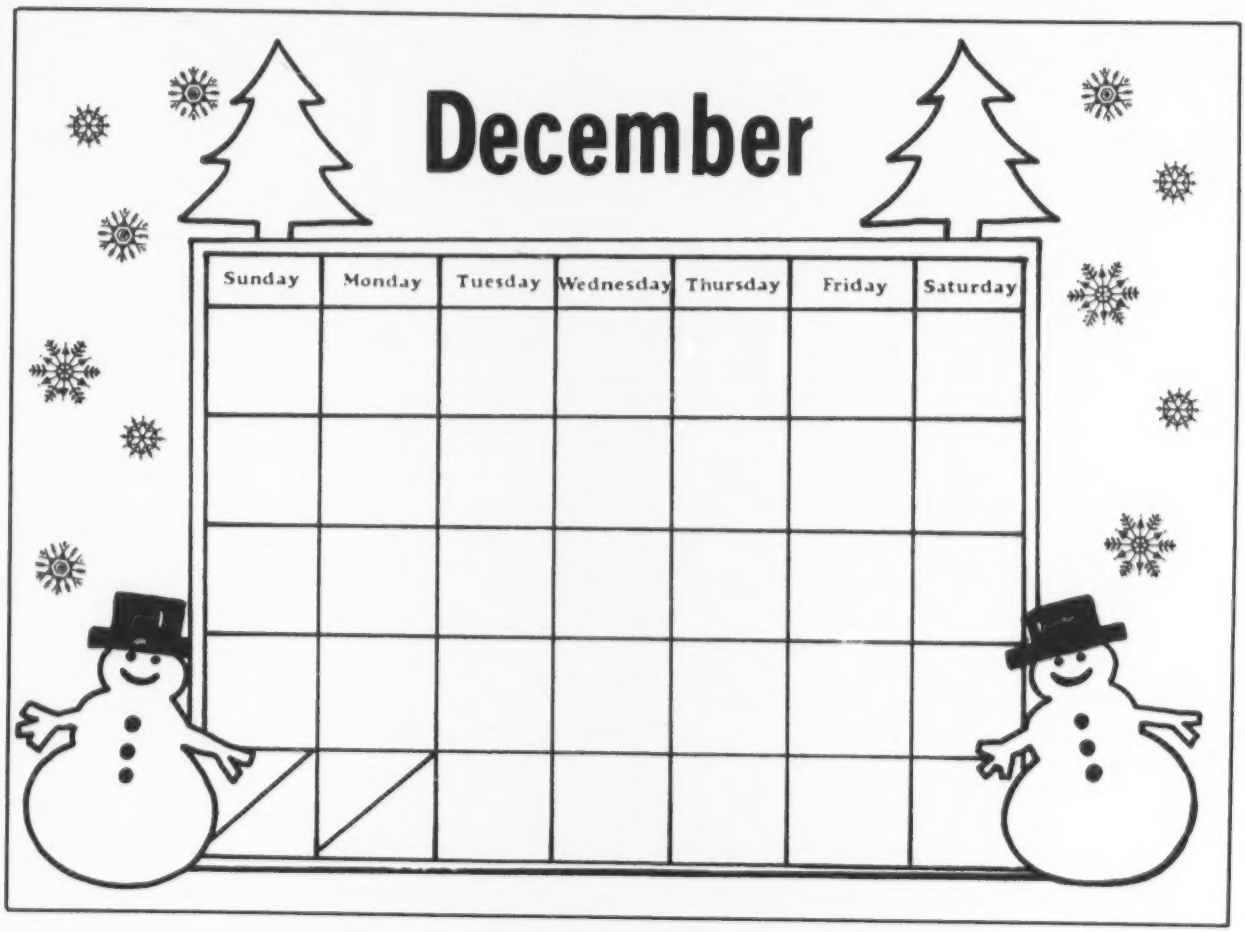
Seasonal Calendars
Autumn Months

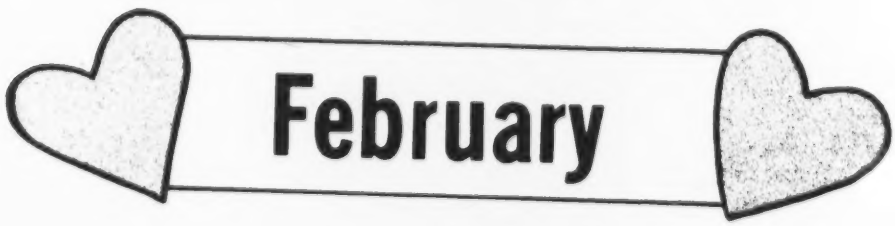


Seasonal Calendars

Making a calendar can be time consuming so one way to expand its uses is to make a seasonal calendar, such as the ones shown above and on the next two pages. The colors and designs shown on the calendar above reflect on the months of autumn. All that has to be changed each month are the numerals and month names. The numerals can be quickly erased with hair spray and rewritten with a permanent marker, provided the grid has been laminated first.

Seasonal Calendars
Winter Months



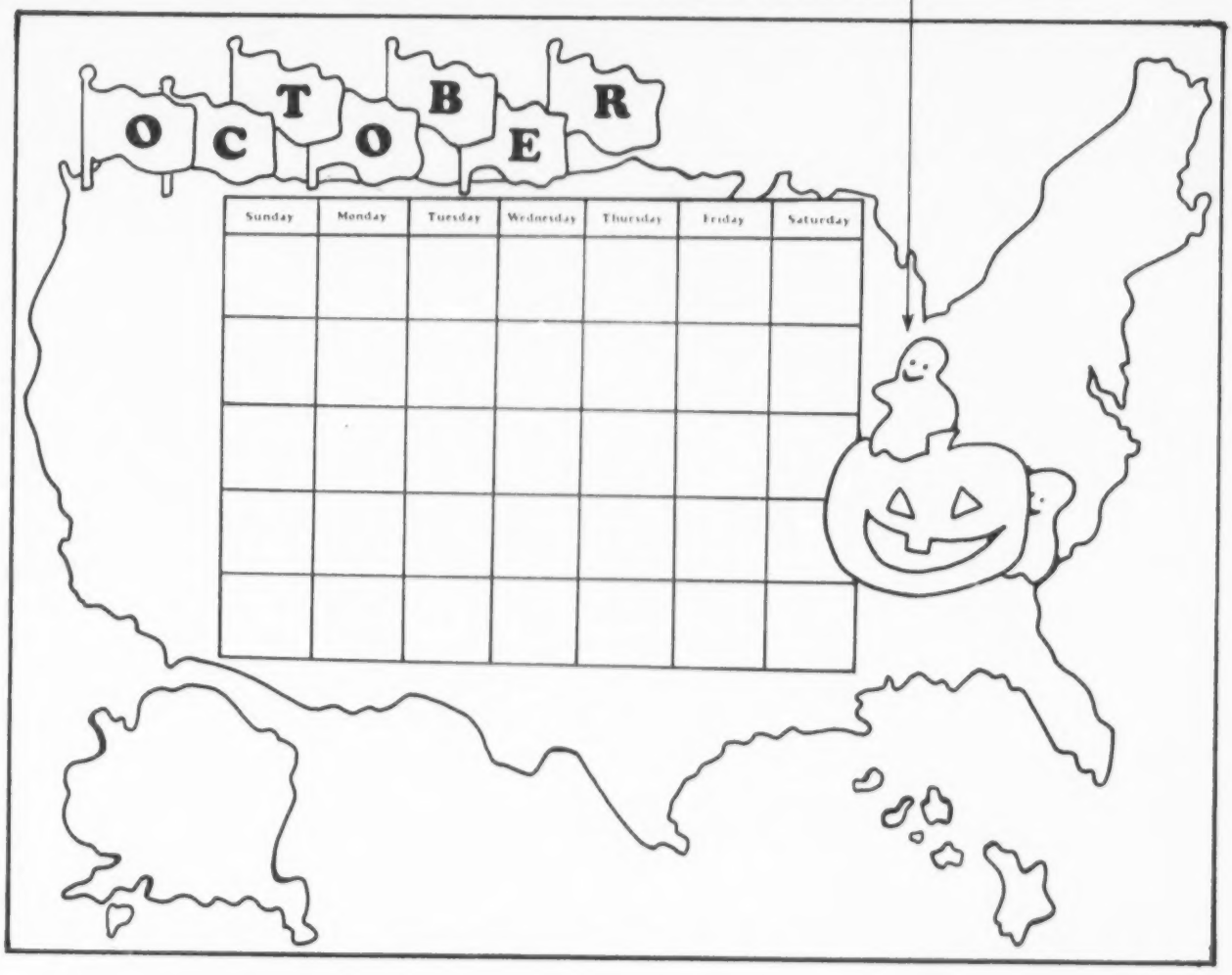


Seasonal Calendars
Spring Months

May

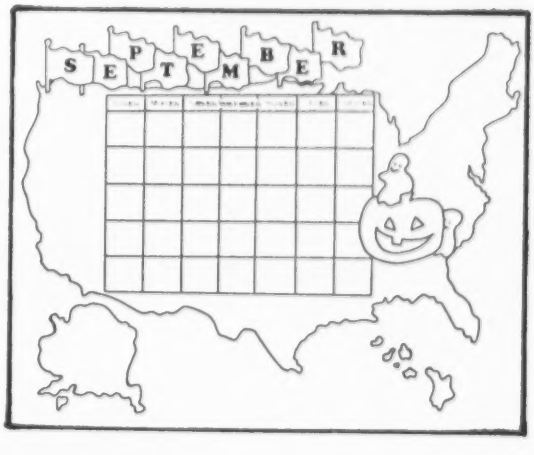
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Patterns for each month were cut from the Ellison Letter Machine.



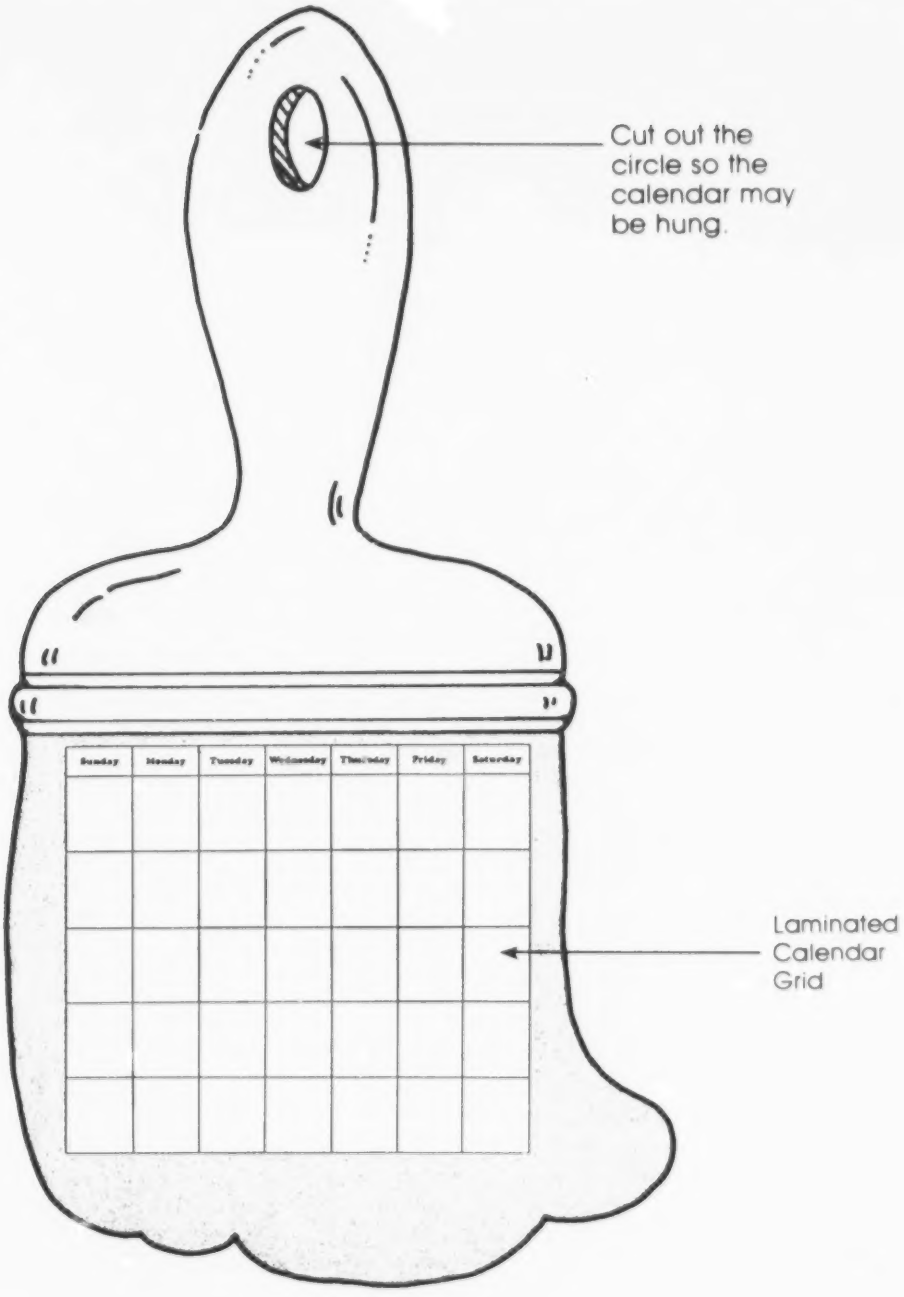
Year-Round Calendar

To make your classroom planning easier, construct a year-round calendar. This calendar can be used for every month in the year. The U. S. map is used for the basic background. Then a blank laminated calendar grid is added (shown on page 88). The name of the month is added, along with a few symbols associated with it. To use it for another month, just change the month name and patterns. By writing the dates with a permanent marker on to the laminated calendar grid, they can also be changed by simply erasing with hair spray.



Suggested patterns for each month:

September - apples
October - ghosts, pumpkins
November - turkey
December - tree, Santa Claus
January - snowman
February - hearts
March - rabbit
shamrock
April - umbrella
May - basket with flowers



Paintbrush Calendar

Any shape, like the paintbrush above, can be enlarged on the opaque projector and used to carry out a particular theme in the classroom.

The Book Section

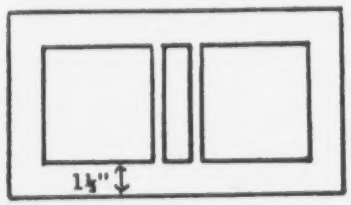
A collection of unique ideas to motivate students in reading and creative writing

Bookmaking

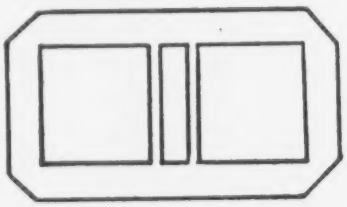
6" x 6" Book

1. Cut two (2) 6" x 6" cardboards (poster board) for covers. Cut one (1) 3/8" x 6" cardboard for spine.
2. Cut one (1) 9" x 16" piece of contact paper for outside. Cut two (2) 5½" x 11" pieces of contact paper for inside.
3. Cut ten (1) 5½" x 5½ sheets of paper for pages.

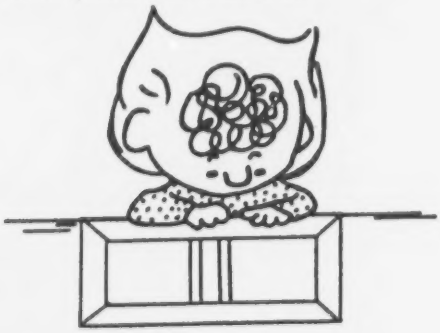
4. With sticky side of contact up, press cardboard onto contact paper.



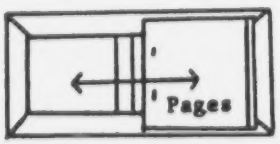
5. Cut corners.



6. Fold excess over cardboard and press out bubbles.



7. Staple pages together on one side.
8. Place stapled edge of pages on cardboard spine.
9. Fold inside contact paper in half and secure to inside front cover and then to outside sheet of clipped pages. Repeat same process for back inside cover.



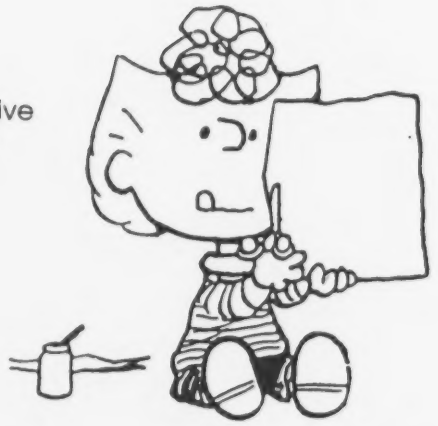
10. Great to use for book reports, language experience stories, special projects.

5½" x 8¼" Horizontal Book

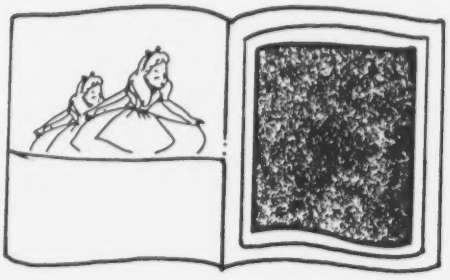
1. Cut two (2) 5½" x 8¼" cardboards for covers. Cut one (1) 3/8" x 5½" cardboard for spine.
2. Cut one (1) 9" x 20" piece of contact paper for outside. Cut two (2) 5" x 15½" pieces of contact paper for inside.
3. Cut ten (10) 5" x 7-¾" sheets of paper for pages. Continue 4, 5, 6, 7, 8, 9, and 10 same as above.

Lap Flannels

Select two copies of an inexpensive book, ½ yard of flannel and one pocket folder.



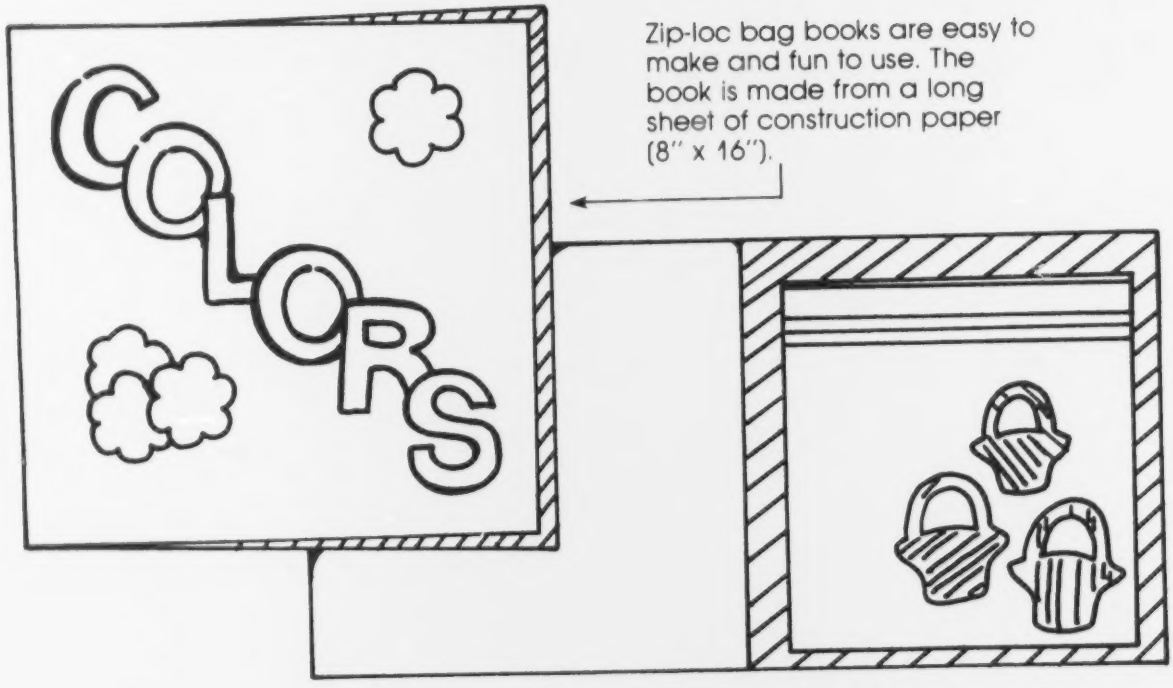
Cut the major characters of scenes from one book and glue flannel on the back of each piece.



Glue flannel inside the folder on one side. Store flannel backed pieces and unused book inside the pocket on the other side.

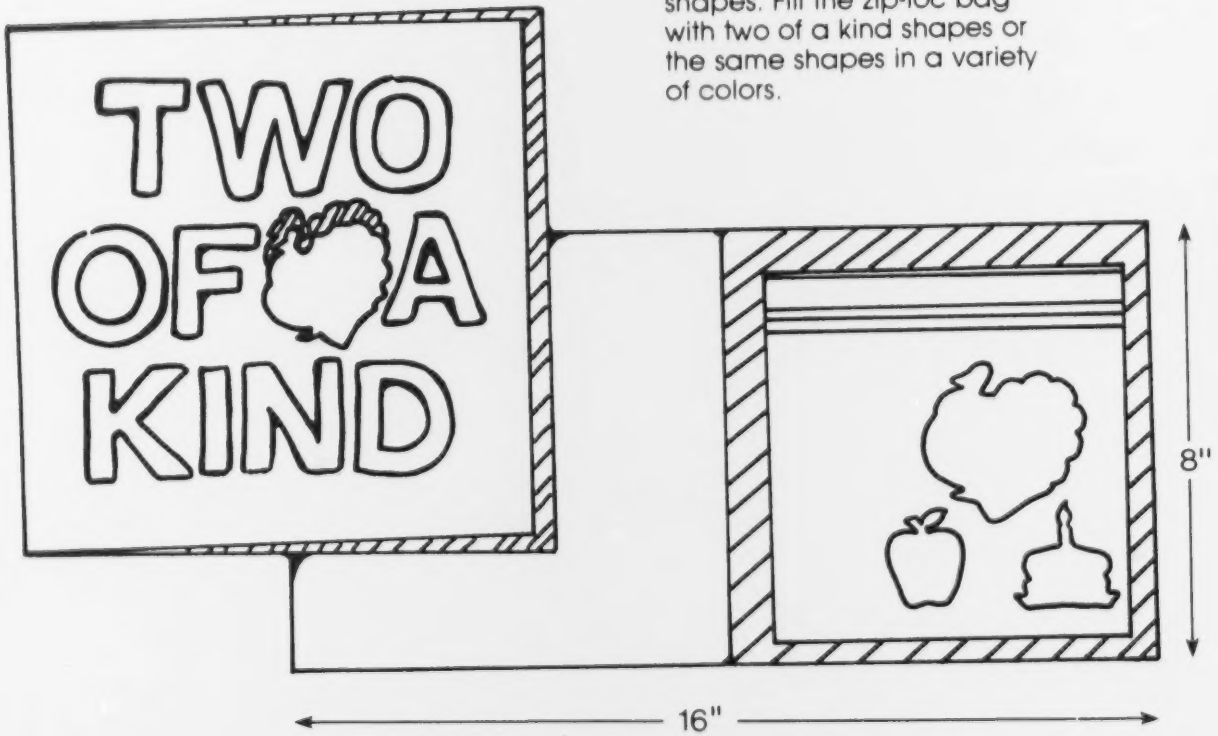
This is a great activity for use in retelling stories, sequencing skills and overall language development.

Zip-loc Bag Books

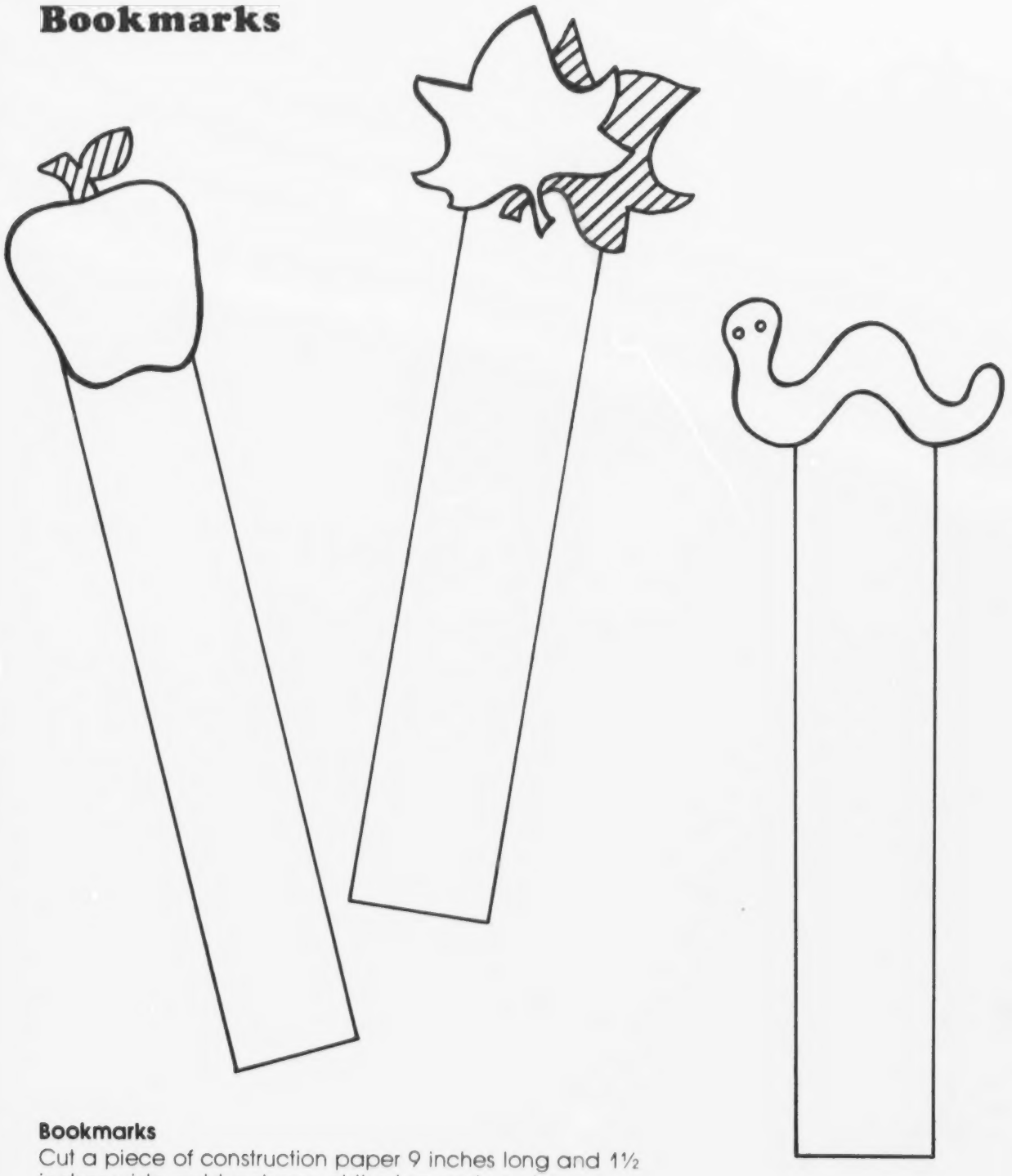


Zip-loc bag books are easy to make and fun to use. The book is made from a long sheet of construction paper (8" x 16").

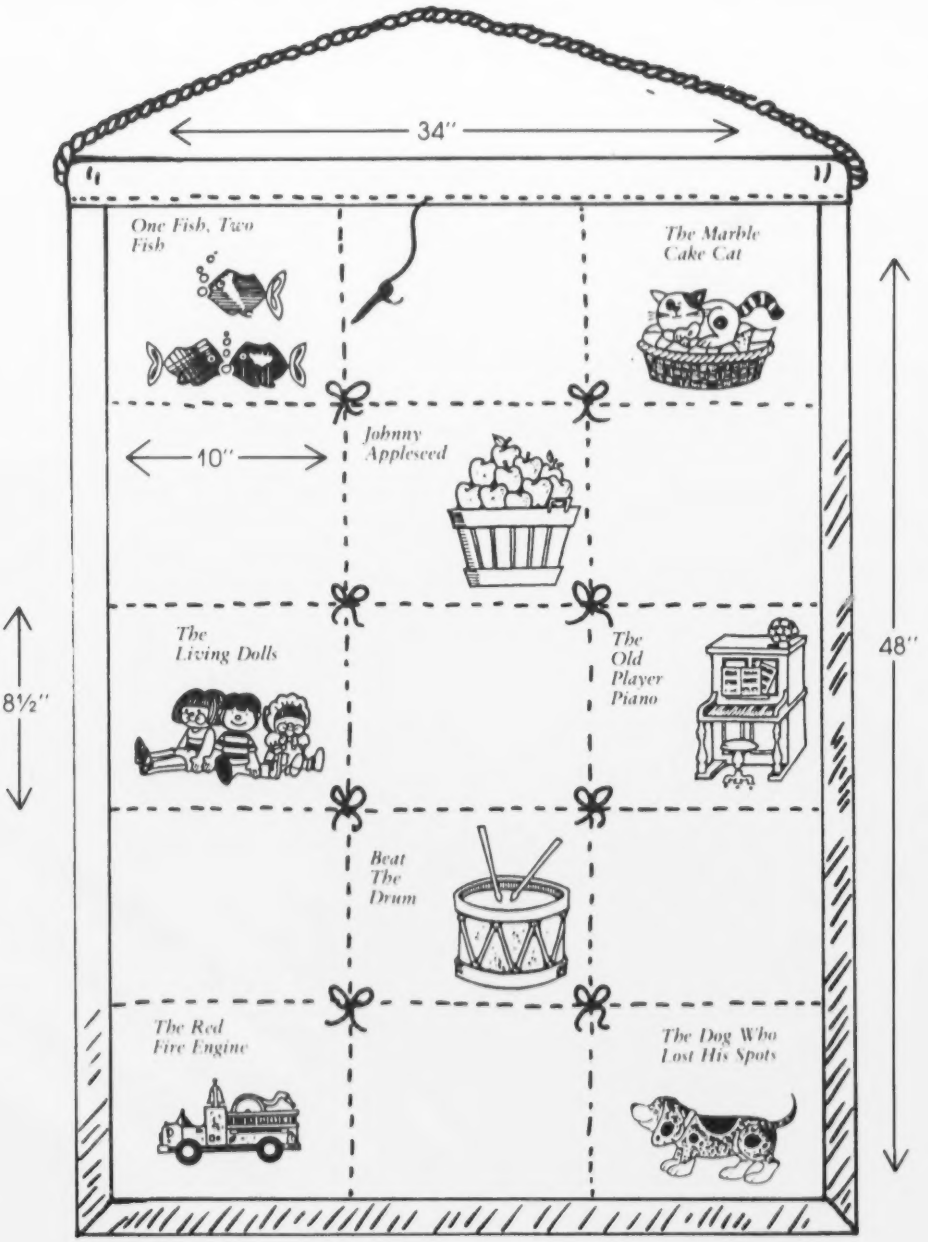
The inside holds a zip-loc bag double stick taped to the right-hand side to hold the shapes. Fill the zip-loc bag with two of a kind shapes or the same shapes in a variety of colors.



Bookmarks



Bookmarks
Cut a piece of construction paper 9 inches long and 1½ inches wide, add a shape at the top and you have a bookmark. The shapes shown above are cut from the Ellison Letter machine.



A Crayon Wall Hanging

A nice way to motivate students to read for pleasure is to involve them in a classroom art project. After a child has read a book, give him a piece of unbleached muslin and have him illustrate a character or scene from the book using crayons. Have the student color in the areas as dark as possible. Place a piece of paper over the illustration and press with a warm iron to heat set. Then sew all the squares together and back with a colorful fabric to create a wall hanging, and it can double as a floorcloth.

Shape Books

Shape books come in all sizes and provide motivation in reading, creative writing and all of the language arts. They provide an excellent method of book reporting and making outlines and reports of all kinds. They are useful and educational, certainly, but more than that, they are fun!

And shape books are easy to make. The front and back covers can be made from colored poster board; the inside pages can be made from an inexpensive paper (newsprint, ditto) and, a couple of brads will hold it all together.

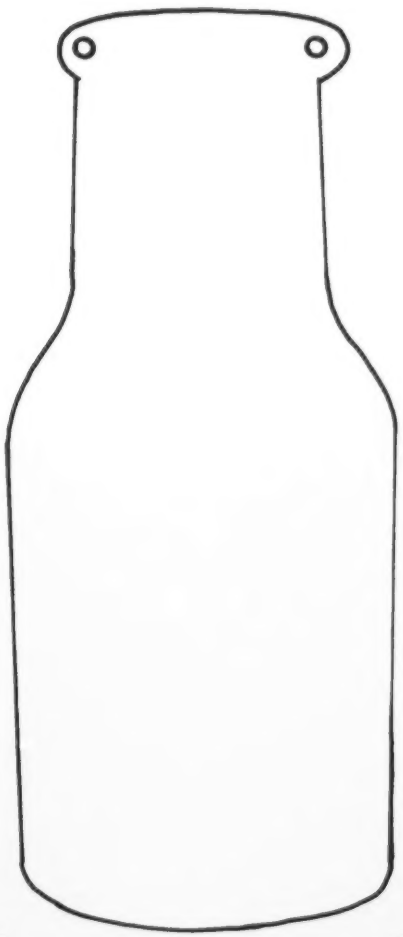
On the next eight pages are patterns for shape books that can be enlarged on the opaque projector.

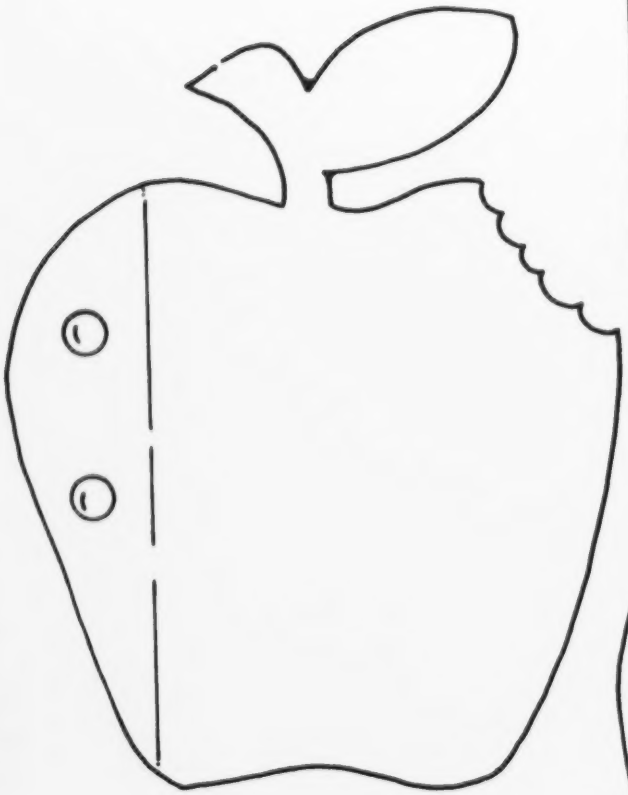
The Jack-O-Lantern Shape Book

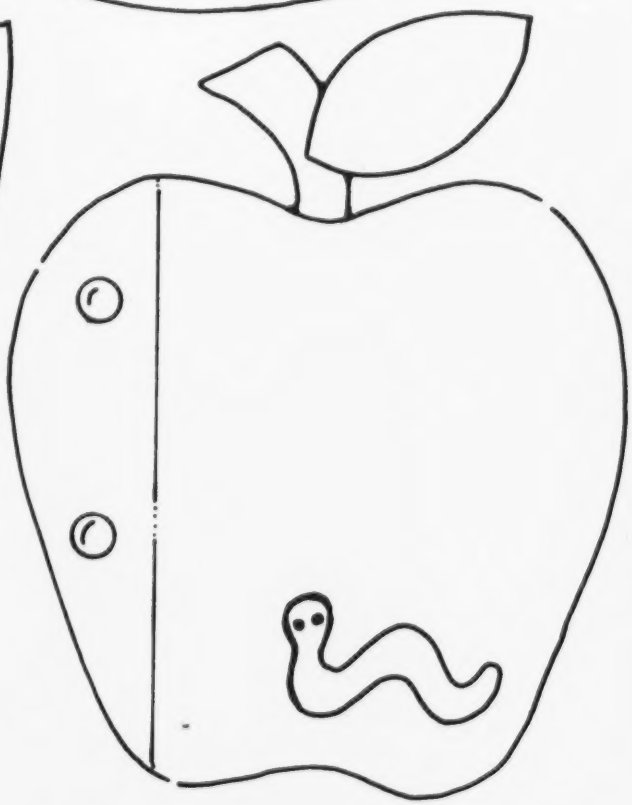
This shape book can be filled with Halloween poems and songs written by the student.

Shape Book Patterns

For a unique variation, use brown construction paper for pages in the milk bottle to represent chocolate milk.



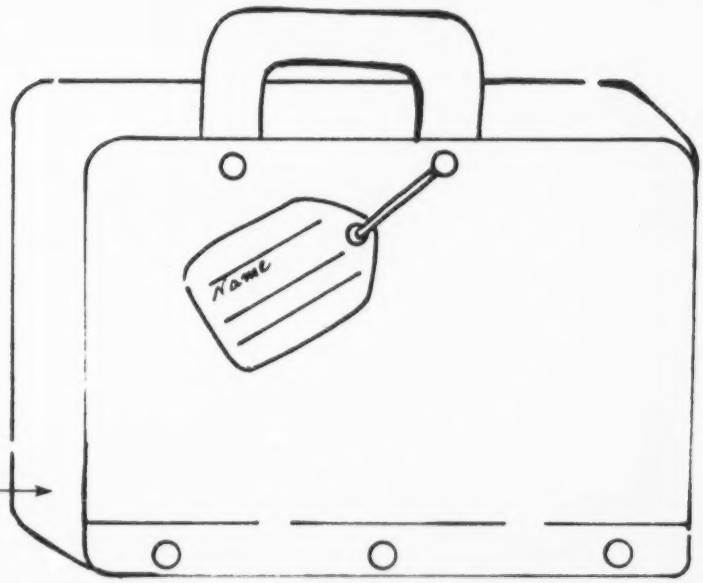




Here are two variations of the apple shape book perfect for the beginning of the school year.

Shape Book Patterns

The suitcase shape book is perfect for our traveling migrant student.



Completed Suitcase Shape Book

Front of Suitcase Shape Book

Suitcase Handle

Back of Suitcase Shape Book

Suitcase Name Tag

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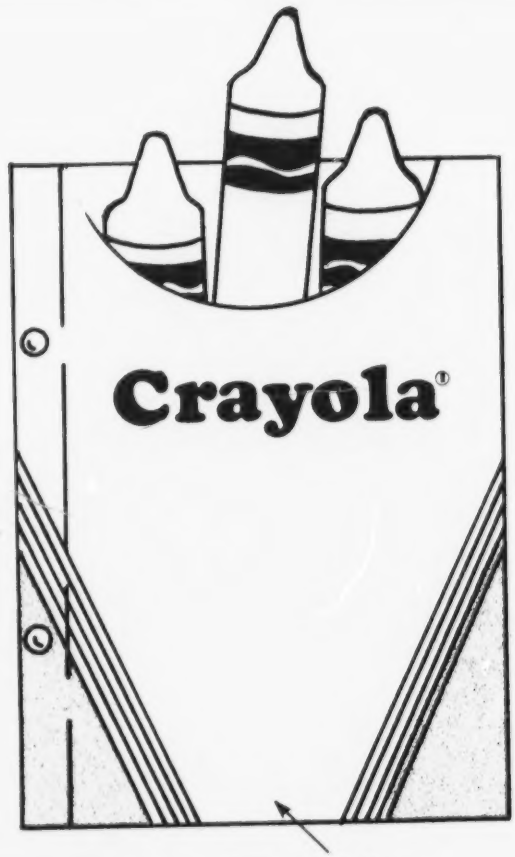
Shape Book Patterns

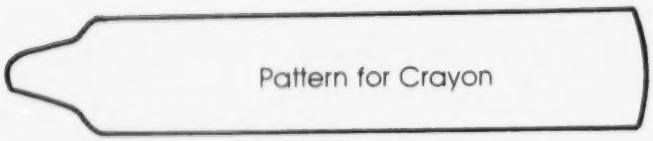
A crayon shape book is perfect for all levels. For readiness, it could be filled with pictures of objects of a certain color, and on an upper level it could contain colorful experience stories written by the student.

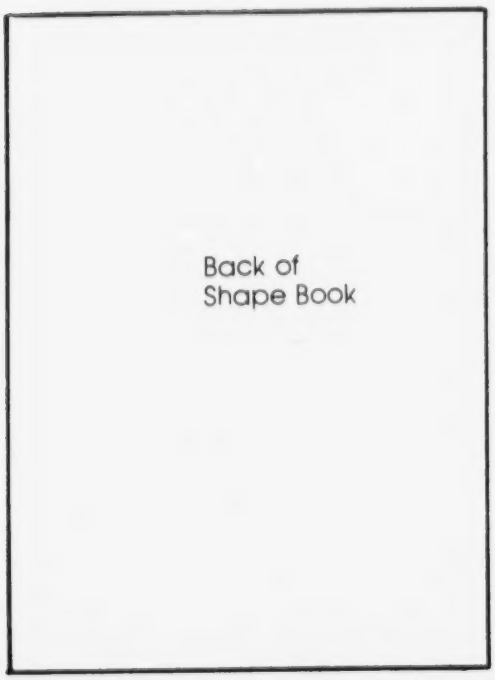


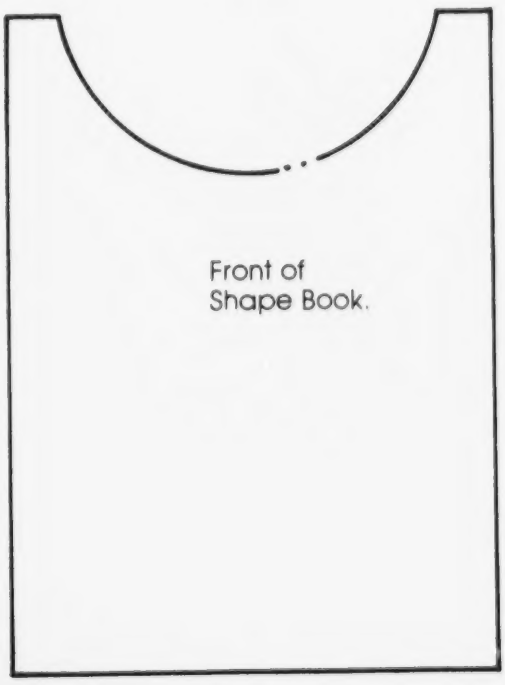
Green Stripes →

Finished Crayola Shape Book →

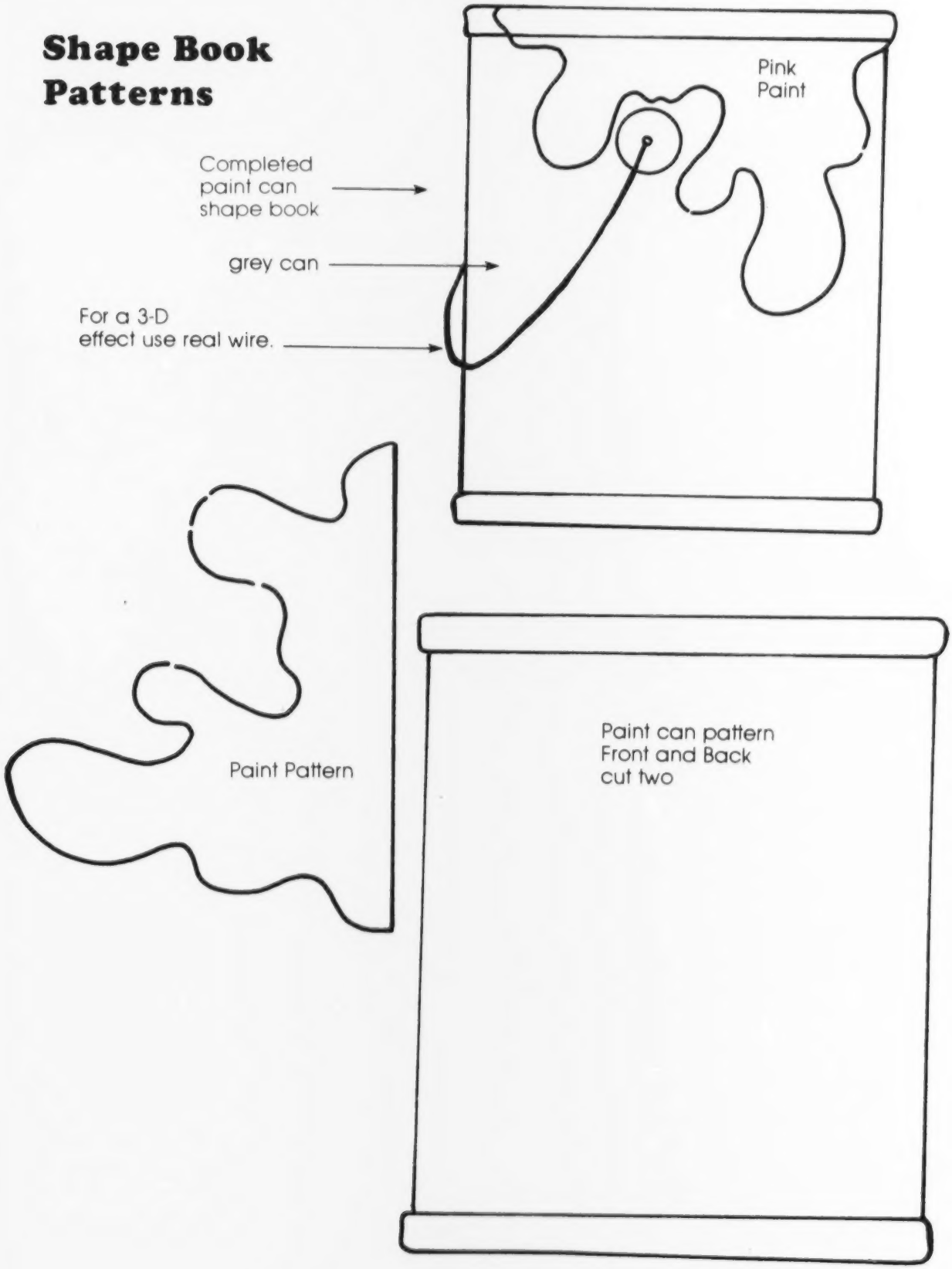
Yellow Background



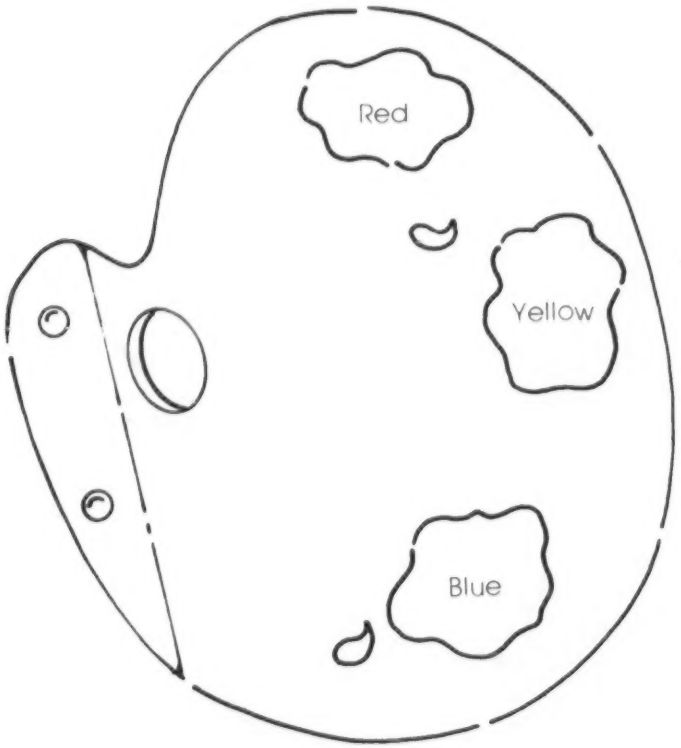




Shape Book Patterns



Shape Book Patterns



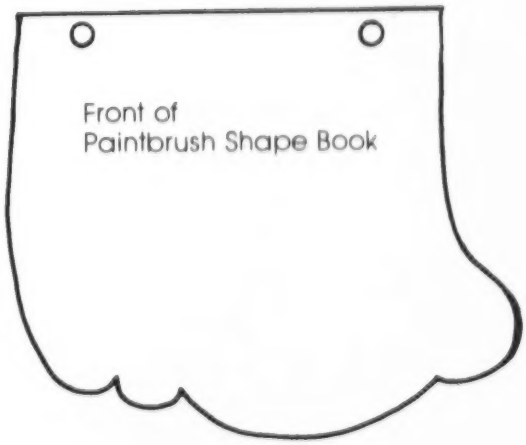
Palette

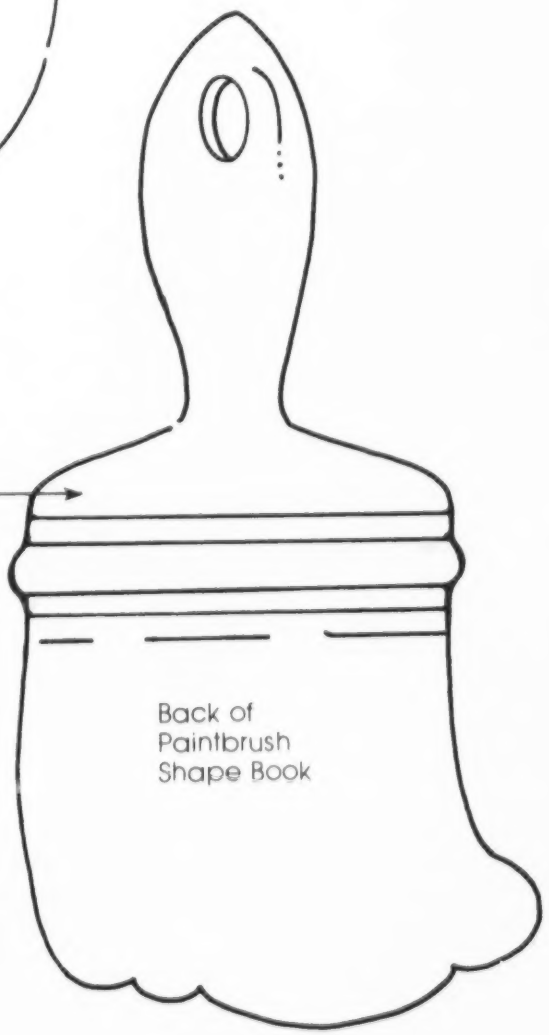
What child would not love to write about the colors in his world in this clever palette shape book.

←Use colored paper on inside.

Paintbrush Shape Book

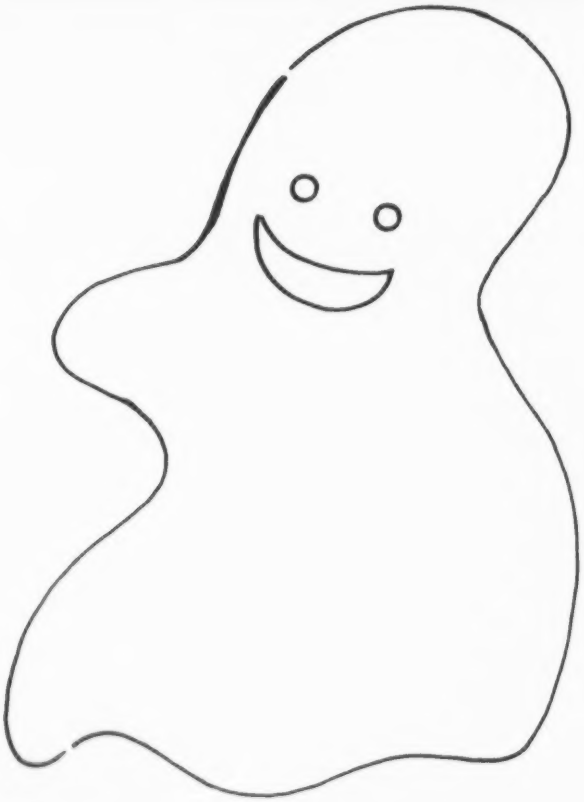
Woodgrain Contact paper →



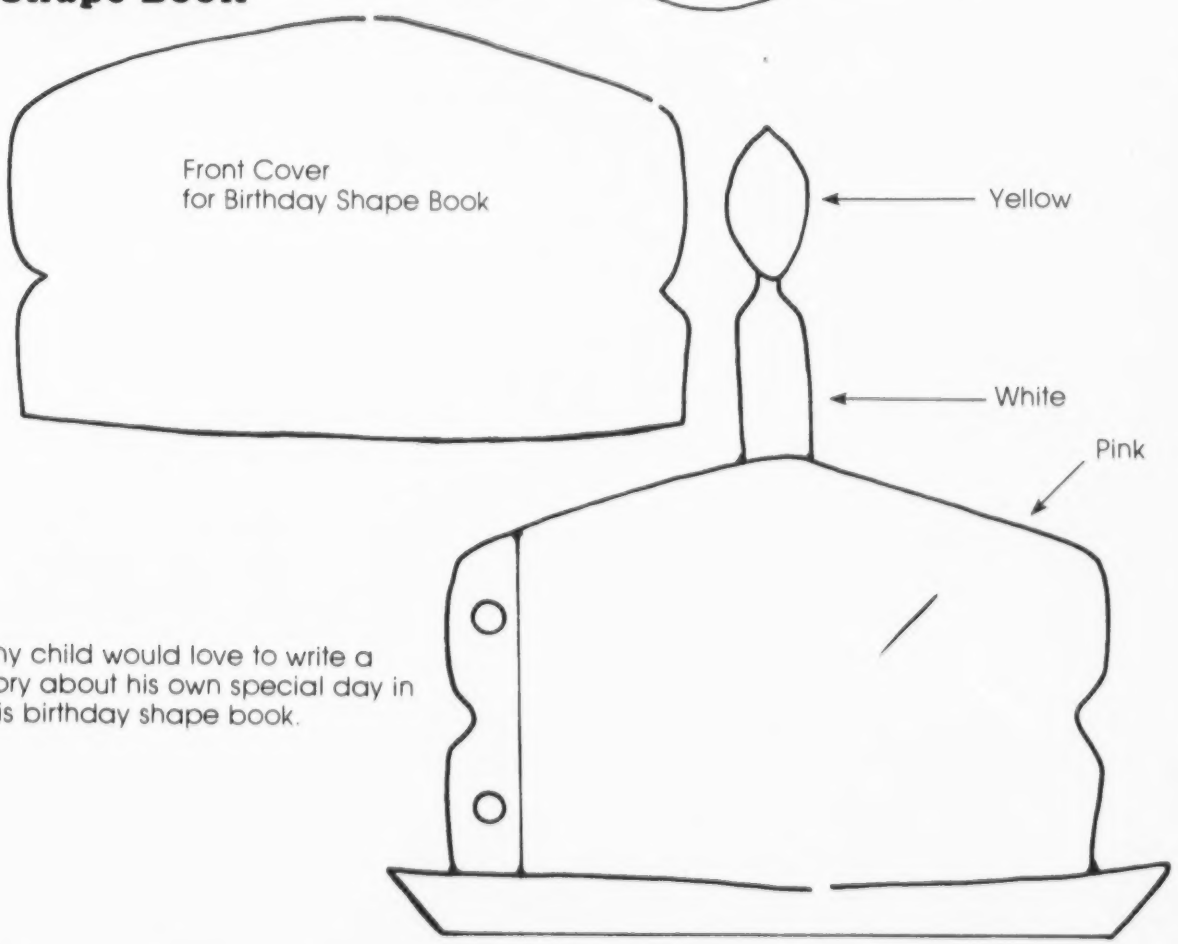


Shape Book Patterns

For the Halloween season, the ghost shape book will motivate creative writing.



Birthday Shape Book

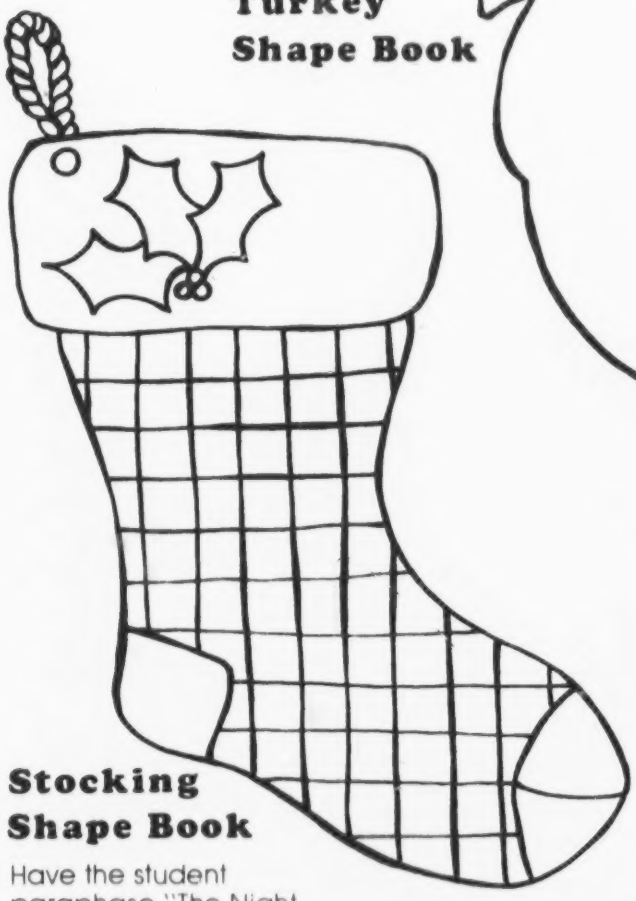


Any child would love to write a story about his own special day in this birthday shape book.

Shape Book Patterns

Have the student see how many words he can make using the letters in the word Thanksgiving.

Turkey Shape Book

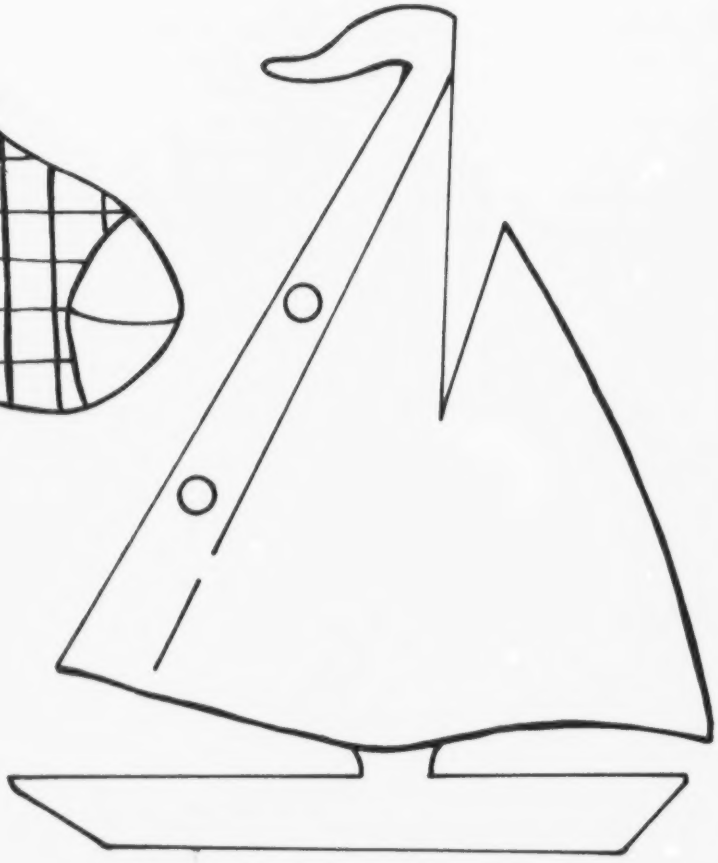


Stocking Shape Book

Have the student paraphase "The Night Before Christmas" in the stocking shape book.

Sailboat Shape Book

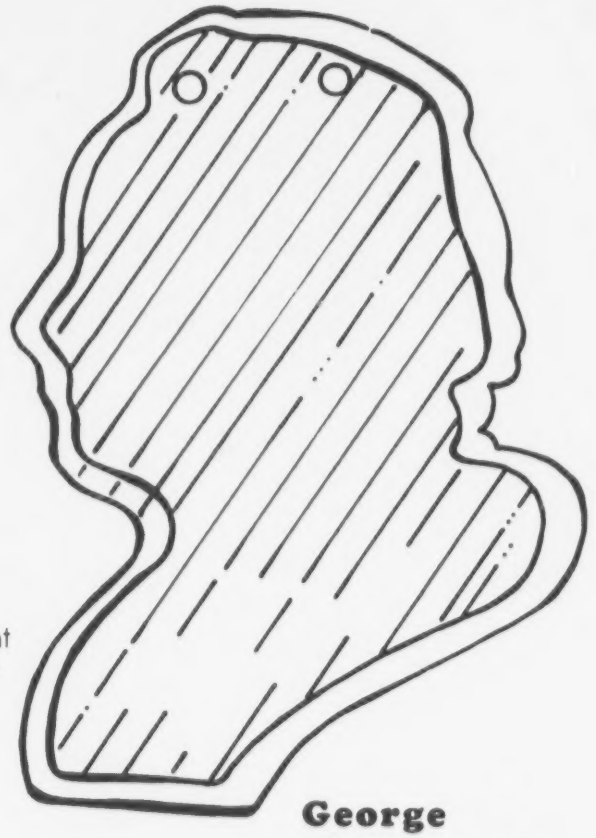
Have the student take an imaginary cruise to South America. Have him plot his course and describe his journey in this shape book.



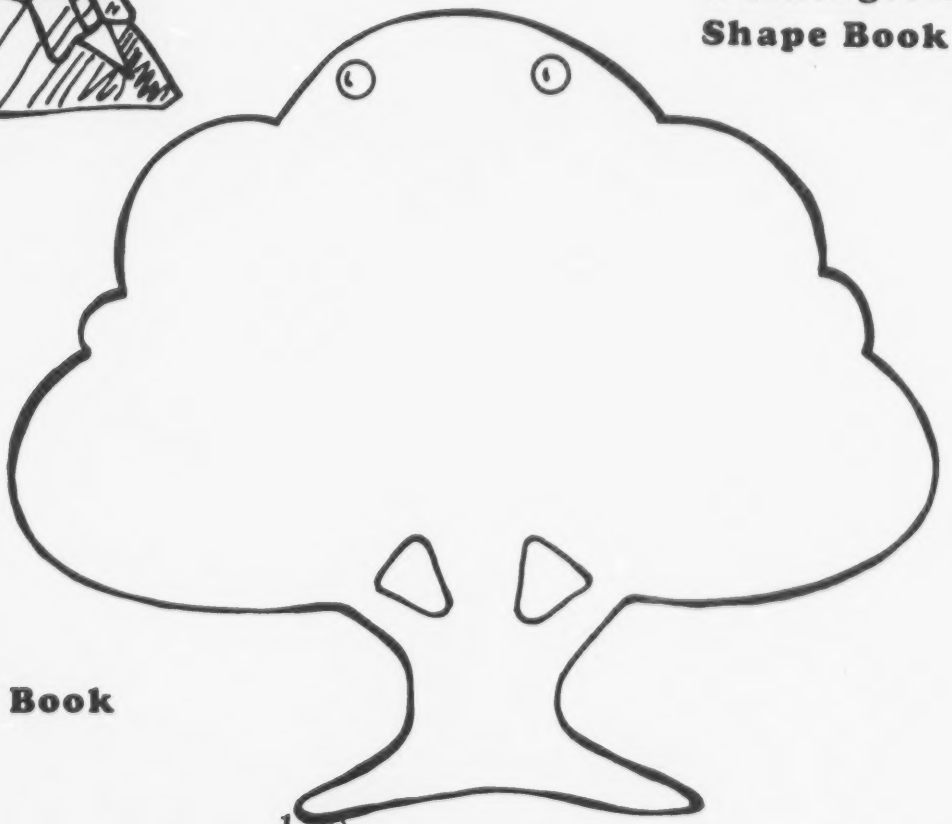
Shape Book Patterns

Abraham Lincoln's hat is the shape book. Cut inside paper the shape of the hat.

Have the student write the outline of Lincoln's life under his hat.



George Washington Shape Book



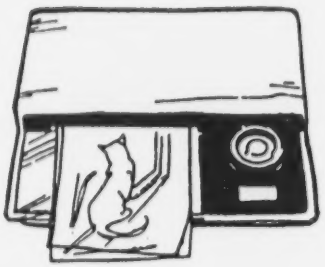
Tree Shape Book

Special Projects

A special section
of projects to add a
splash of color
to your classroom

Screen Printing Method

1. Choose your artwork to allow a 1" border around the edge of the screen and secure a matte finish copy. Insert the copy face up between the thermal screen and the backing sheet.



2. Process the set through a thermal copier on a medium setting to image your print. Remove the copy and backing from screen.

3. With masking tape mount the screen, smooth side down, on a frame stretching the screen slightly to eliminate wrinkles.

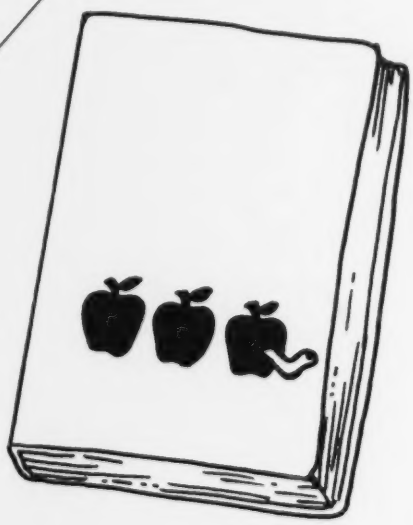
4. On a smooth flat surface position the frame with the imaged screen over the object to be printed. Place a length of printing ink along the top edge of your screen. Pull your squeegee, held at a 45-degree angle, firmly and evenly over the ink and down the entire screen. Best results are obtained by using sufficient ink to coat the screen with a single squeegee stroke.

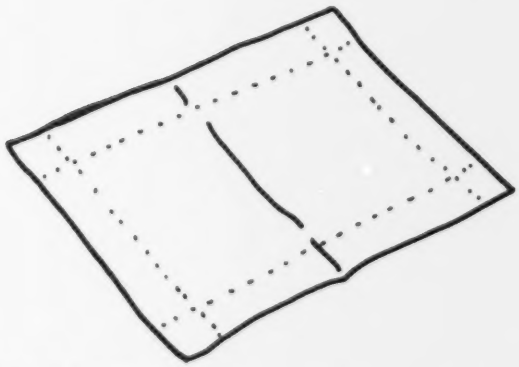
5. Carefully lift the screen and set your print aside to dry for about half an hour.

Screen printing may be used for:

Field day t-shirts, mass duplication of bulletin boards, fund raising projects such as, tote bags, duffle bags and pennants.

Folders, brochures and book covers





When screen printing on fabric, use textile ink and heat set with a warm iron after the fabric is dry.

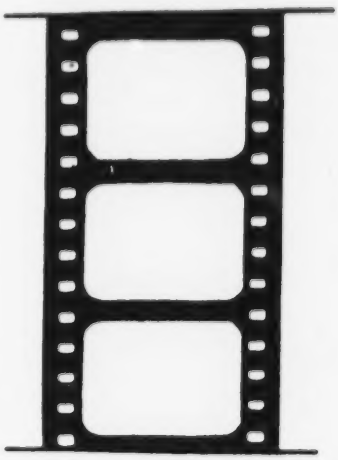
Filmmaking

Use outdated commercially prepared filmstrips to create your own new ones using the following procedure:

- Soak filmstrip for a few minutes in household bleach to remove all emulsion.
- Rinse in water and hang to dry.
- Cut slits on the film spacing guide (below) and insert the bleached filmstrip. The squares denote the amount of space for each frame.

Use permanent fine tip markers for writing and illustrating the story.

You may want to combine the filmstrip with a tape recording or background music.

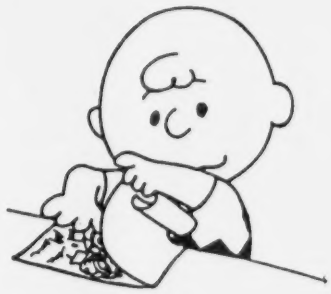


Color-Lift Transparency

This process lifts the color from a picture on a magazine page to create a transparency of the picture.

Materials needed:

Picture printed on clay-coated paper
Laminating film
Scissors
Iron
Pan of warm water
Cardboard or heavy paper for frame



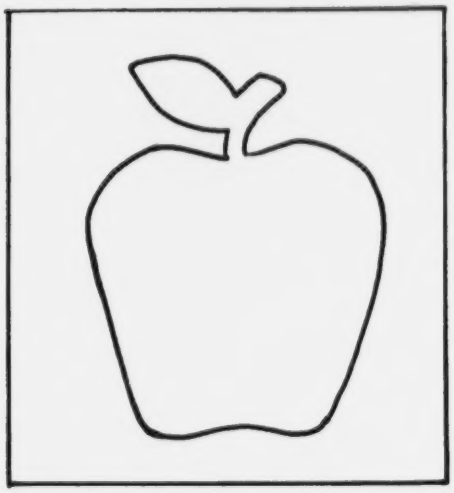
Note: Test an unprinted section of the magazine to determine if the paper is clay-coated. Lightly rub a moist finger over the area. If a white chalky residue appears on the finger, this indicates the paper is clay-coated and is suitable for this process.

1. Trim the picture to desired size.
2. Using a low setting, iron the picture to remove any moisture.
3. Cut the film to the picture's size and place on picture with "frosty' side down.
4. Starting at the bottom of the picture and film, place iron in middle and iron toward outside edges to avoid air bubbles.
5. Place the laminated picture in a pan of warm water for a couple of minutes. A mild detergent can be added.
6. Gently pull the wet paper from the laminating film. If peeling is difficult, return the picture and film to the water for further soaking.
7. Rub the transparency until all the clay residue is removed.
8. Rinse and hang to dry.
9. Spray the dull side of the dry transparency with a clear plastic spray. Hair spray is quite suitable.
10. Mount in a transparency frame or cut a mat to fit.

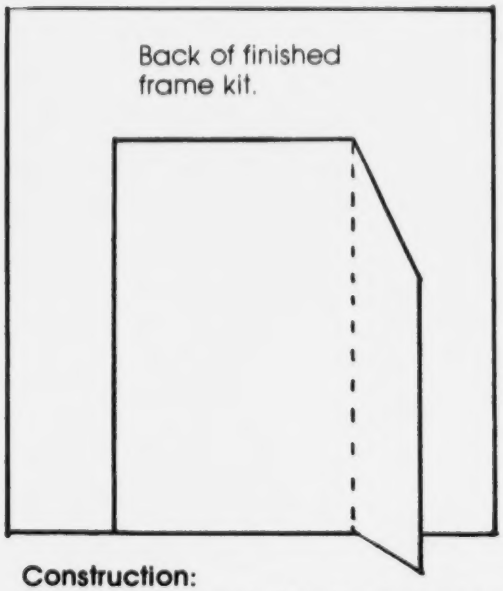
This activity can be utilized to teach skill concepts in all subject areas.

Picture Frame Kits

The picture frames shown on the next two pages were made from shapes from the Ellison Letter Machine.

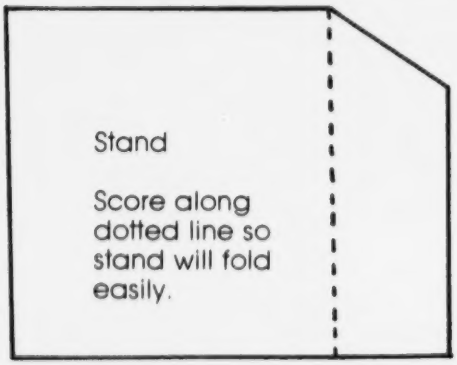


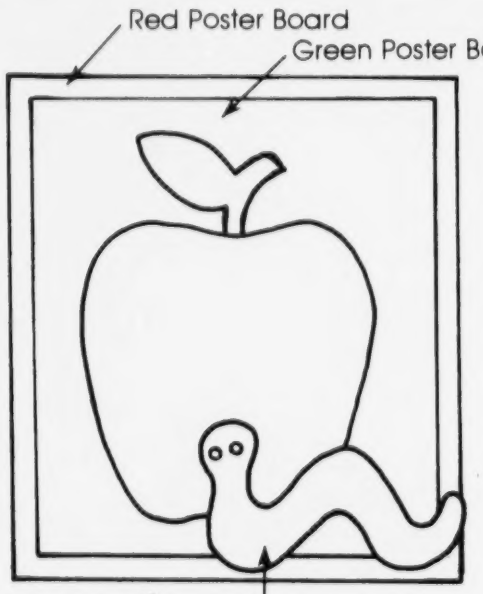
Front of apple frame kit.



Construction:
Tape front to back, leaving top open so child's picture can slide in. Tape stand onto back as shown above. Place worm on front.

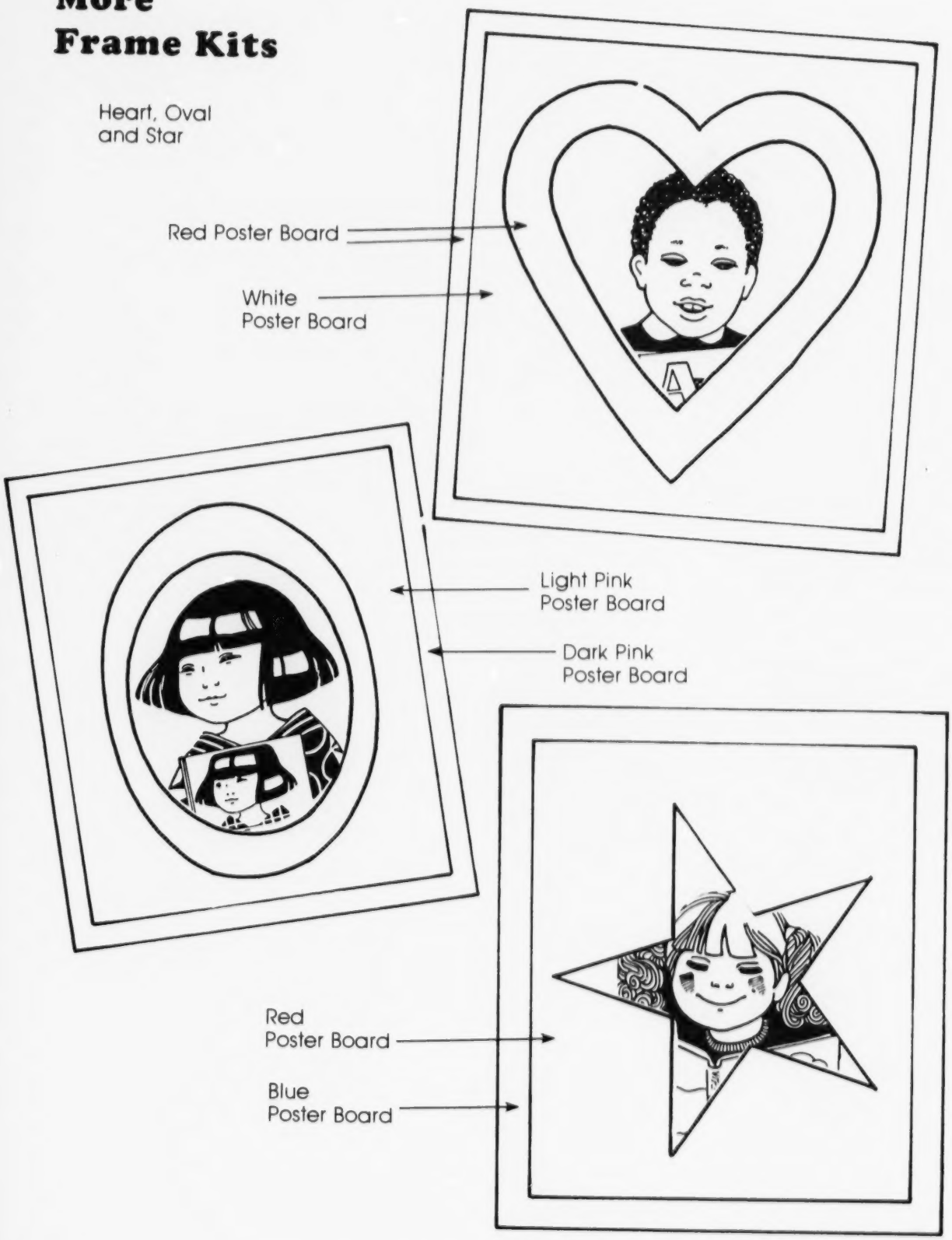
Back of apple frame kit. (Cut a little larger than front.)
There are four pieces to the apple frame kit: front, back, stand and worm.





More Frame Kits

Heart, Oval and Star



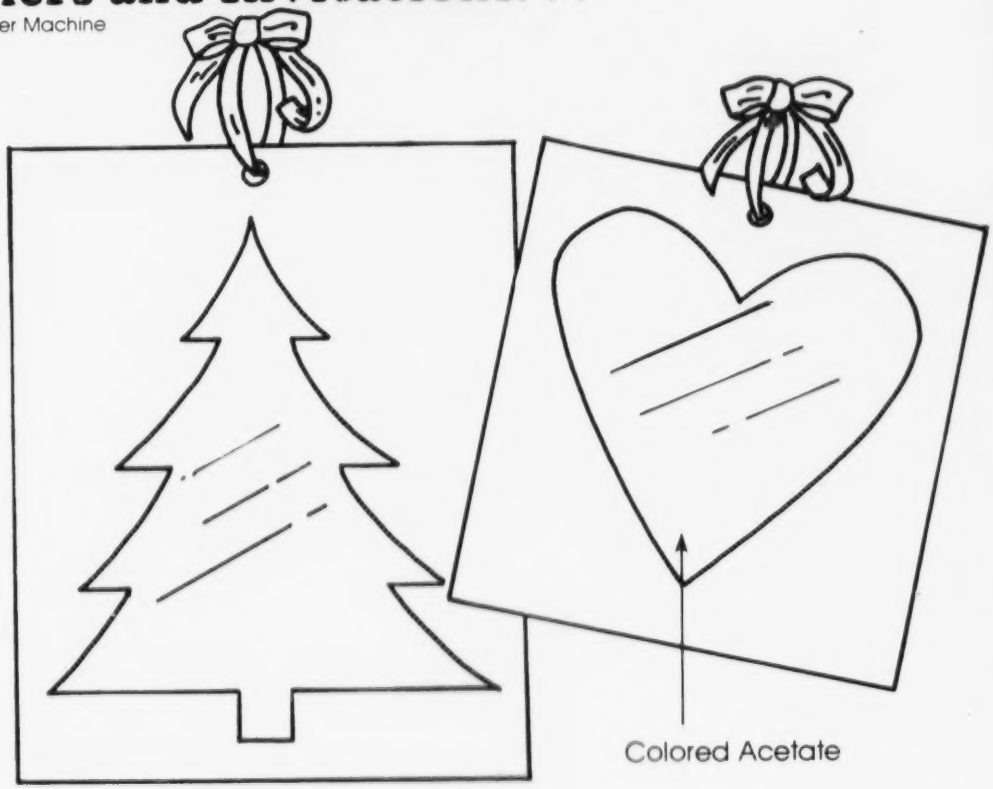
Sun Catchers and Invitations. . .

Made from the Ellison Letter Machine

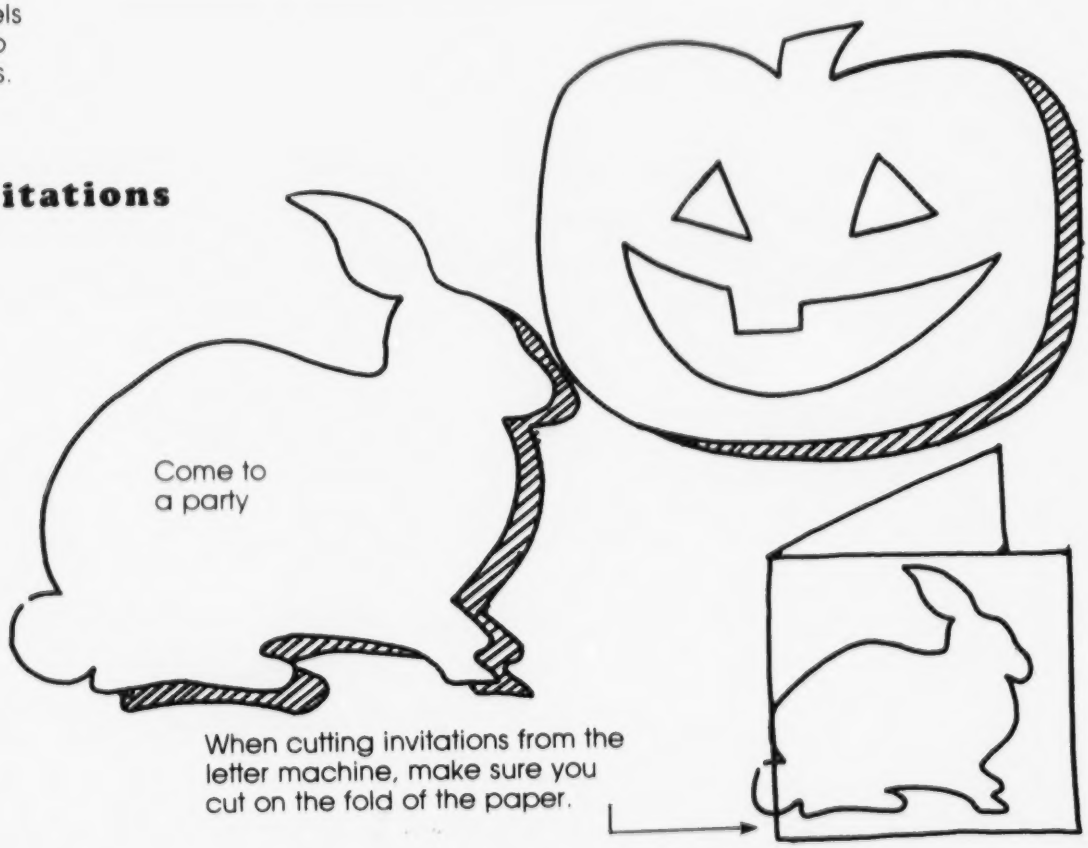
Sun Catchers

Don't throw away scraps when using the letter machine. Back them with brightly colored acetates and let the sun shine through.

Hang sun catchers in your windows to decorate for the holiday seasons or write vowels on them to teach skills.



Invitations



When cutting invitations from the letter machine, make sure you cut on the fold of the paper.

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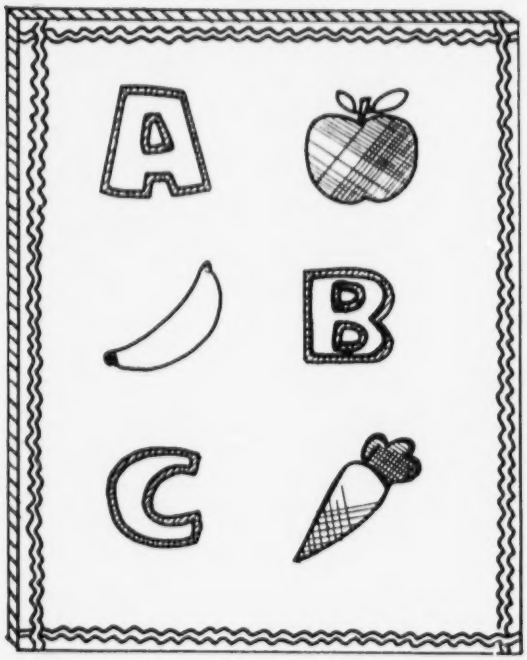
Felt Boards

The felt board is a colorful learning tool. The one shown on the right has been cut from heavy duty cardboard, covered with blue felt, and trimmed with rickrack.



Materials Needed:

Section of heavy cardboard or ¼" plywood cut 25" x 35"

1 yard of felt in background color

Tacky glue and paintbrush

Four yards of baby rickrack

Board Construction:

Cut felt section 30" x 40"

Dilute tacky glue using 1 part water to 1 part glue. With paintbrush, spead an even coat of diluted glue on front of board.

Apply felt turning approximately 2½" toward back on all sides and folding corners. If heavy cardboard is used, miter corners of felt and glue in position. For tri-wall or plywood, felt may be stapled in place.

The back of the board may then be covered by gluing a 24" x 34" felt section in place over the secured edges.

Felt Bound Kits:

Place a strip of felt between 2 sheets of paper to cut numerals, letters and shapes from the Ellison Letter Machine to assemble the following kits:

2" numerals, 1-10, each in a different color, and math symbols (, , =, +, —, x, ÷) in one color,

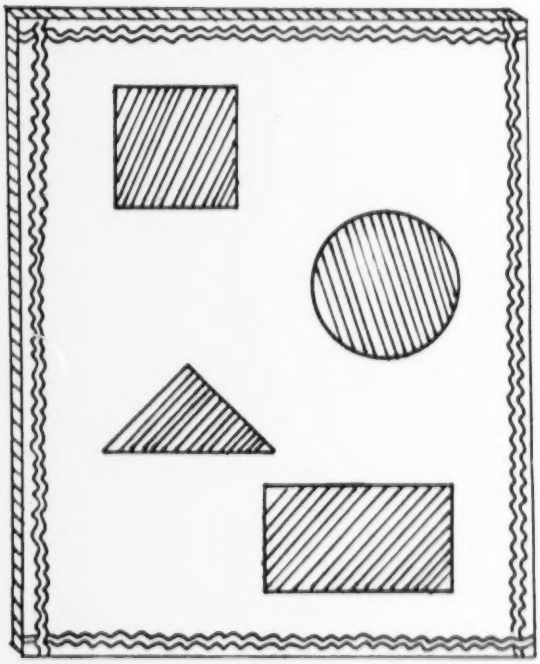
Small shapes in 10 sets and colors to correspond to numerals,

Large and small shape sets using available 4" and 2" dies, each set in a different color,

4" alphabet, capitals, 4" alphabet, lower case.

Felt Boards

An individual
12" x 14"
felt board



A Story Is Shaping Up

Skill #0120
Math—Divisions Within Properties

Objective:
The student will identify 2-D shapes.

Directions:
Provide the student with an individual felt board and an assortment of felt shapes (like the ones shown above). Read the story "Squares Are Not Bad" to the student. As the story is read, have the student choose the shape(s) named and place these shapes on his felt board to illustrate the action.

A Variation:
Provide different colored 2-D shapes and have the student identify each color.

The story "Squares Are Not Bad" is given on the following pages.

"Squares Are Not Bad"

Here are the Squares.
They live all by themselves in Square Town.

Here are the Circles.
They live all by themselves in Circle Town.

Here are the Triangles.
They live all by themselves in Triangle Town.

Here are the Rectangles.
They live all by themselves in Rectangle Town.

The Squares do not like the Circles.
The Circles do not like the Triangles.

The Triangles do not like the Rectangles.
The Rectangles do not like the Squares.
They do not like anyone but themselves.
They think the others are stupid, and lazy,
and mean, and bad ! ! !

The Squares say this: "If you want to be smart,
and beautiful, and good, you must have four
sides exactly the same. If you do not have
four sides exactly the same, then you are
stupid, and ugly, and bad ! ! !

The Circles say this: "If you want to be smart,
and beautiful, and good, you mut be perfect-
ly round. If you are not perfectly round, then
you are stupid, and ugly, and bad ! bad !
bad!"

The Triangles say this: "If you want to be
smart, and beautiful, and good, you must
have only three sides. If you do not have
three sides, then you are stupid, and ugly,
and bad ! bad ! bad!

One beautiful summer day the little Squares,
and little Circles,

and little Triangles, and
little Rectangles went outside to play.
but NOT together.

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"Squares Are Not Bad"

While they were playing, a terrible thing happened. The little Circles were playing on top of a hill. Some of them slipped and went rolling down the hill.

Faster and faster they rolled to the very bottom of the hill where the little Rectangles were playing.

The Rectangles were very angry. They thought the Circles were very bad to roll into the Rectangles very own playground. They called the Circles bad names, and threw rocks at them. The circles were frightened.

The Squares and Triangles heard the yelling and the crying. They ran as fast as they could to see what was happening. And they started yelling, and throwing stones. There was more and more noise and more crying. It was terrible!

At last one of the Rectangles became so angry that he leaped into the air and came down right on top of the Circles. Oh, wonder of wonders! Everyone was absolutely quiet. No one said a word! They just looked, and Looked and LOOKED.

The Rectangles and Circles had made a wagon! A lovely, beautiful wagon!

And then everyone became very excited. They all wanted to make something. The Squares and Circles made a train. A Rectangle made the smokestack. Some tiny circles made smoke.

Triangles and Rectangles made trees.

They all worked together and made a lovely house. They made things that were pretty.

They made things that were fun. Everyone had a wonderful, marvelous, beautiful time.

When it was time to go home, they all sang a little song: And they sang it over and over, all the way home.

We are glad, glad, glad!
Being different is not bad.

Felt Boards In Shapes. . .

Any shape can be enlarged on the opaque projector and made into a felt board for a perfect way to carry out a particular theme in the classroom.

Paintbrush Felt Board Pattern →

Here is an activity adapted from the Oral Language Curriculum Guide to use on a felt board.

"Password"

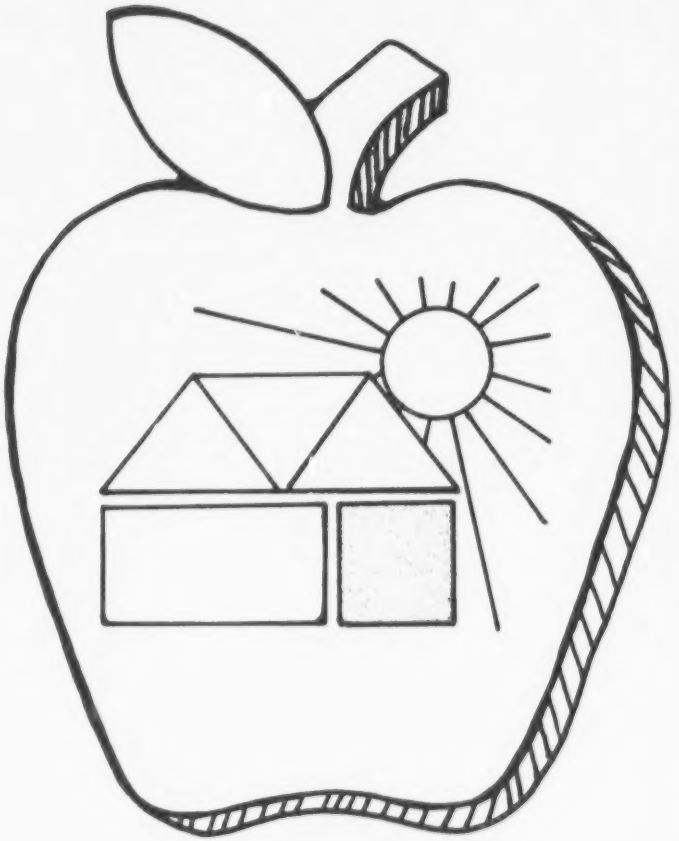
Skill #280

Objective:
The student will depict an object verbally.

Directions:
Seat one student in front of the class, facing the others. Place a shape on the felt board in full view of the class, but so that the child who is selected cannot see the shape. The object of the game is for him to guess the shape from one-word clues given by his classmates.

A Suggestion:
Using this same paintbrush pattern, a chalkboard can be constructed from poster board and dark contact paper. The student or teacher can write directly on the paintbrush with chalk and it can be wiped clean with a tissue or felt eraser.

Felt Boards In Shapes. . .



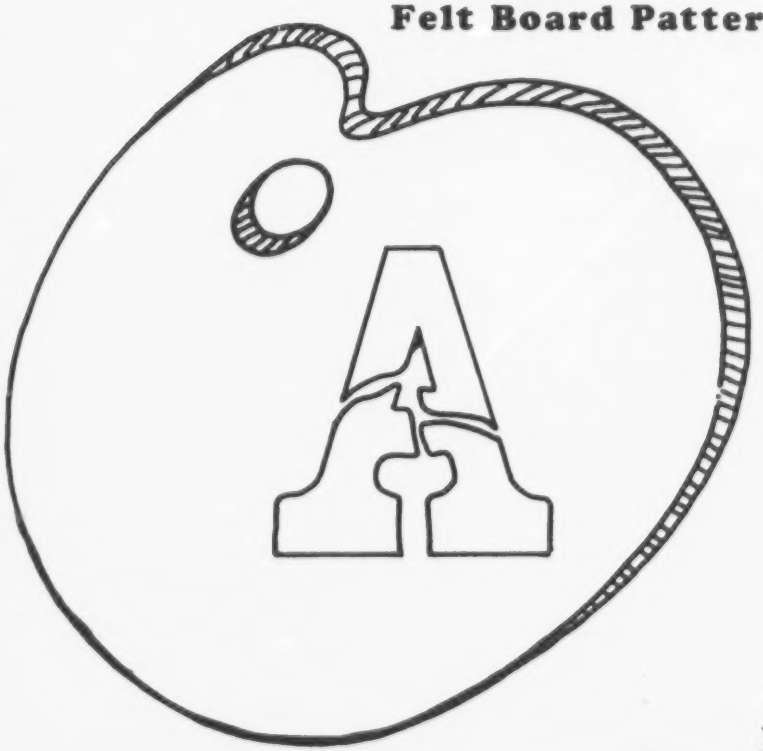
"Shape A Scene"

Skill #0110
Math–Recognition of Properties

Objective:
The student will identify colors and 2-D shapes.

Directions:
On the apple felt board, have the student shape a colorful scene by adding the various colored triangles, squares, circles and rectangles.

The Palette Felt Board Pattern



"Alphabet Assemblage"

Skill #040
Reading–Visual Memory

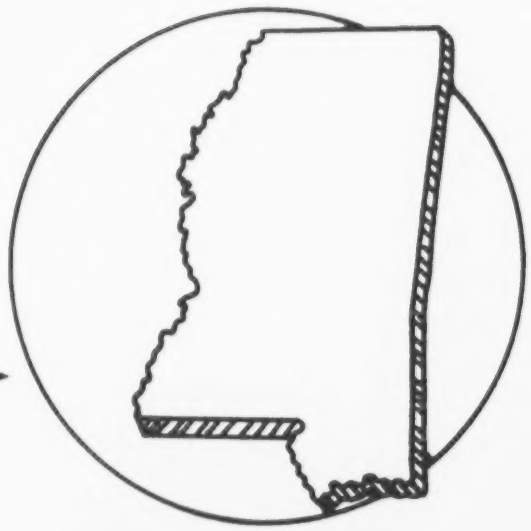
Objective:
The student will reproduce letters from memory.

Directions:
The student removes the puzzle pieces from the envelope and assembles them to form the letter shown on the palette felt board.

Felt Boards
In Shapes. . .

The United States felt board can be a creative learning tool. Skills can include the study of the different time zones across the U. S., geographical activities, weather conditions in different areas and a display of the agricultural products or industries.

Individual state felt boards can be made to encompass a lesson on a particular state's history.



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